# ENGLISH FOR TODAY

## FOR CLASS 9-10

NATIONAL CURRICULUM & TEXTBOOK BOARD
DHAKA

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# ENGLISH FOR TODAY

## for Classes 9-10

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# PREFACE

This new English textbook for classes 9 and 10 has been developed by English Language Teaching Improvement Project (ELTIP) jointly funded by the Government of Bangladesh and DFID of the UK Government. A team of 3 writers trained in the UK through ELTIP has written the book under the guidance of a national and overseas consultants. The trial and the evaluation of the manuscript have been carried out by National Curriculum and Textbook Board (NCTB).

The book follows the communicative approach to teaching and learning English in Bangladesh situations. It provides learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. These materials have been designed and developed for practice in four basic language skills listening, speaking, reading and writing. As a result, classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as. well as individual work.

In keeping with the communicative language teaching (CLT) principles, the book includes topics of both national and global context, appropriate and interesting to the learners thematically, culturally and linguistically. Adequate grammar contents have also been integrated with language skills so that the elements taught and learned in situations can easily be related to real life situation not just to be memorised as discrete items.

I would like to thank the ELTIP and NCTB specialists as well as the national and international consultants involved in preparing this book.

It is expected that if used properly, the book will facilitate learning English through various enjoyable skill practice activities.

**Prof. Md. Mostafa Kamaluddin**
**Chairman**
**National Curriculum & Textbook Board**
**Dhaka**

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| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
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| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
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| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
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| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
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| Lesson 2 | Sprots and you | reading, writing, speaking | talking about causes and effects | without + V-ing<br>V-ing forms as nouns | muscles, flexible |
| Lesson 3 | Power of the media | listenting, reading, writing | describing events | past tenses | invasion, adaptation, Halloween,news,panic coverage, frenzy |
| Lesson 4 | The mini screen | reading, writing | asking for and giving opinions | questions | documentary, animation |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
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| Lesson 8 | Eid-Mubarok | speaking, reading writing | describing events | relatives *who, that* | festival,self analysis, self-restraint, in accordance with, anarchy, purification, thanks giving, exploitation, commandments, stimulates, enriched, spiritual |
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| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| Lesson 2 | Update | reading, writing, speaking | talking about likings/dislikings | use of because, the reasons why | stunning, reliability, proven, accomplishment, avilability, durability, running costs do one's homeworrk |
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| Lesson 4 | On the net | reading, writing, speaking | asking information, describing a process | question forms, present simple | Internet, website |
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| Lesson 2 | A world fo work | reading | comparing and contrasting | enjoy/like +V-ing | relax, invite out, savoury |
| Lesson 3 | A letter from Nottingham | reading, writing | analysing, persuading | present simple | potential, boundaries, ease ..... into .... rigonr, interactive, vicariously, conciously, subconsciously, culture, haritage, intermingle |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| Lesson 4 | Women at work | reading, writing | expressing obligation, giving opinions | have to/has to | exist, refresher, generation, assertive |
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| Lesson 3 | Feroza'a tale | reading, writing | expressing past obligation | had to | cherish, chores, come across, worsen, starve, tease, pelt, make fun of, toiling |
| Lesson 4 | A new sphere | reading, listening | describing a system | past tense 1st condition | eligible, persuade, obliged, loanee |
| Lesson 5 | Making a living | reading,writing | describing events | past tense linking words | instalment, husk, charity |
| Lesson 6 | Against all odds | listening, reading, writing | finding cause and effect, sequencing events | past perfect tense | adult literacy centre, insult, jealous, inflict, smooth, falter, asset, concentrate |
| Lesson 7 | Ups and downs of life | reading,writing | describing experience | past tense | shelter, clothing, handful, struggle (v) solvency |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| **Unit 11: Day in day out** | | | | | |
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| Lesson 2 | Women power | speaking, reading, writing | giving information | present simple | restrict, daunt, passionate |
| Lesson 3 | Meena | speaking, reading, writing | expressing opinions | part perfect would like to | disappointed, disagreed, deserve |
| Lesson 4 | Three wishes | reading, writing | expressing wishes | wish + past tense | bow (v) sanitary, gasp |
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| Lesson 2 | Mother Teresa | speaking, listention, reading, writing | talking about the past | passve form | divine, missionary |
| Lesson 3 | A banker to the poor | reading, writing | giving facts and opinions giving information | present & past simple | trust, underprivileged summit |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| Lesson 4 | H\|e files like a butterfly but stings like a bee | reading, writing | giving information | present simple | brag, congtroversial, punch, regains, retains, defend |
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| Lesson 1 | Dinosaurs ! | speaking, reading, writing | describing, comaring contrasting | that as a relative pronoun, like as a preposition and a combining form | bulky, spike |
| Lesson 2 | Exploring Mars | speaking, reading, writing | describing, comparing, contrasting | wh-questions | volcano, crater |
| Lesson 3 | what is it made of? | reading, writing, speaking | describing a process | passive form | durable, sap, elastic, valcanisation, melt, mould, alloy |
| Lesson 4 | Light, camera, action | speaking, reading, writing | writing a daily routine, talking about a daily routine, describing a process | present simple | shoot, take (n), illusion sophisticated, image, compact, location, sequence, rehearse |
| Lesson 1 | Chinese art | reading, writing | describing art works, interviewing | questions | porcelain, decorative, etc. ware,, patronise, portrait, floral |
| **Unit 8:Building and monuments** | | | | | |
| Lesson 1 | The National Memorial | reading, writing | describing a monument | questions | martys, dimension, immeasurable, relies, valiant, oppression, loftiness |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| Lesson 2 | The Shat Gambuj Mosque | reading, writing | describing a monument | present simple | inhospitable, mengrove, torchbearer, nucleus, affluent, stately, fabric, cluster, foliage, dome, arch, terracotta, floral |
| Lesson 3 | The Statue of Liberty | reading, writing | describing monuments | present simple | sysbolise, aloft, inscribe, overthrow, tyranny, sculptor, commemorate, pedestal, rivet, gesture |
| **Unit 15: Getting organized** | | | | | |
| Lesson 1 | Learning styles | reading, writing | evaluating | yes/no questions | accurate, effective |
| Lesson 2 | Your day | speaking, reading, writing | talking about present habits | present simple, If + present tense + will/can | - |
| Lesson 3 | Personal information | listention, speaking, writing | giving personal information | present simple | tiffin, celebrate |
| Lesson 4 | Opening a bank account | reading, writing | asking for and offering help, filling in a form | future simple, imperativs | automated teller machine (ATM) |
| Lesson 5 | Admission test | reading, writing | giving opinions, filling in forms | present perfect | competent, convinced, option |
| Lesson 6 | Using a library | reading, writing | caterorising | passive | category, alphabetically, assign |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| Lesson 7 | Examfitness | writing, speaking | giving instructions | imperatives | strategy, budget (v), elaborate cope with, halfway through |
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| Lesson 1 | The oldWife and the Ghost | reading, writing | reciting | — | pottering, deaf, larder, jangle, scream, pickle |
| Lesson 2 | The Sands of Dee | reading, writing | reciting | — | dank, mist, weed, tress, salmon, stakes |
| Lesson 3 | The Solitary Reaper | reading, writing | reciting, comparing | — | reap, by herself, melancholy, strain, vale, profound, chaunt, haunt,plaintive,numbers, sickle |
| Lesson 4 | Home They Broght Her Warrior Dead | reading, writing | expressing, feelings | — | swoon |
| Lesson 5 | Stopping by Woods on a Snowy Evening | speaking, reading, writing | appreciating the form and meaning of the poem | — | queer, harness bells, downy, flake |
| Lesson 6 | All the world'stage | reading, writing | comparing | — | exit, entrance |
| **Unit 17: Different lives** | | | | | |
| Lesson 1 | The Maghs | speaking, listening, reading, writing | describing a process | linking words and phrases, first, then, next, after that, after some time, ect. | settle, weave, loom, thatch, cruch, fermentation |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| Lesson 2 | The Eskimos | listening, reading, writing | describing people | present simple | span (v), adapt oneself to... clan wrap round |
| Lesson 3 | The peaceful people | speaking, listening, reading, writing | describing people, comparing,contrasting | linking words : while, though, on the other hand, etc. | consist of, harvest |
| Lesson 4 | The Monipuris | listening, speaking, reading, writing | describing people, talking about customers, beliefs,etc. | present simple | predict, interpret |
| **Unit 18: Days to remember** | | | | | |
| Lesson 1 | The International Woman's Day | reading, writing | describing events | past participle (-ed) form | commemorate, celebrate, decade, footing, booming |
| Lesson 2 | The voice of women | reading | giving information | past simple and present perfect | unanimous, brew, reflect |
| Lesson 3 | The International Mother Language Day | reading, speaking, writing | giving information | questions, past simple, passive | tribute, adopt, proclamation, multilingual |
| Lesson 4 | The International Day of the Elderly | speaking, reading, writing | talking about the rights and principles of elderly people | modal should | mortality rate, under pressure, launch,in observance of |
| Lesson 5 | May Day | reading, writing | describing events | past simple, passive | exlopit, anticipate, panicking, trap |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| **Unit 19: Holidays** | | | | | |
| Lesson 1 | Making a plan | reading, writing | using ads, giving opinions | imperatives, wh-questions | mausoleum, excursion cruise |
| Lesson 2 | A day out | reading, writing | describing events sequentially | linking words like first of all, then, next,etc. | riverine |
| Lesson 3 | Going on a holiday | speaking, writing | asking for and giving information | polite request | — |
| Lesson 4 | Take off | reading, writing | expresssing feelings | past perfect | have a glimpse of .... tension, clenched, miniature, cherished, taxiing (v) |
| Lesson 5 | Destinaiton Kathmandu | listenting, reading, writing | talking about past experience, giving and receiving information | past and present simple | touch down, blast |
| Lesson 6 | Sights and sounds | reading, writing | describing a place | Passive | laden with nick-nacks, buzzing with... overwhelming sights and sounds |
| Lesson 7 | Top of the world ! | reading, listening, writing | describing a place | present simple | sprawling, stretching, uphill |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| **Unit 20: Myths and fables** | | | | | |
| Lesson 1 | The fisherman and the genie | reading, writing | narrating a story | past perfect tense, relative who | monster |
| Lesson 2 | Snow white | reading, writing | narrating events | as......adj.....as | prick, seize, take pity on |
| Lesson 3 | The country mouse and the town mouse | reading, writing | comparring and contrasting | must/mustn't | cupboard, nibble |
| **Unit 21: Let's write** | | | | | |
| Lesson 1 | A letter | reading, writing | applying for job | present simple | addressee, graduate (v), look forward to |
| Lesson 2 | Writing a story | speaking, reading | making up stories | past tense | dishebelled, in an off mood, grind to a halt, swirl, doze off, crash |
| Lesson 3 | Writing a CV | reading, writing | preparing CV's interviewing | questions | CV, resume |

| Unit/Lesson No | Topic | Skills | Function | Grammar /structure | Vocabulary |
|---|---|---|---|---|---|
| **Unit 22: Mother Earth** | | | | | |
| Lesson 1 | Crisis in the cities | reading, speaking, writing | asking for and giving information, talking about cause and effect | first conditional | garbage, emission, waste, agriculature, waste, exhaust, industrialisaiion, outskirts, pollutant |
| Lesson 2 | Acid rain | speaking, reading, writing | expressing cause and effect | present simple | severely, at risk, spoil |
| Lesson 3 | Trapped in a polybag | speaking, reading, writing | talking about cause and effect, motivating | first conditional | blockage, obstruct, potential (adj.), decompose, recyclable, trash |
| Lesson 4 | Ecowarriors | speaking, reading, writing | protesting, campaigning | relative that | jeoparidise, quarters, ring a bell, caution, charitable |
| Lesson 5 | Recycling | reading, writing | describing a process | passive | cutlery, crockery, antique, re-smelt |
| Lesson 6 | The killing water | reading, speaking, writing | giving information, persuading | first conditional | arsenic, address (v), in effect, pesticides |
| Lesson 7 | A greener world | speaking, reading, writing | persuading, raising awareness | ing-form, within a clause | deforestation, habitat, sediment |

# Unit One : Hello and Welcome!
## Lesson 1
## I’m Becky

**Objectives** : By the end of the lesson you will have

- been introduced to some new characters
- read and asked for information about the characters
- interviewed your classmates
- written a short article for a school magazine

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**A Look at the picture below. What do you see?**



**B Work in pairs and guess the following information about Becky from the picture.**

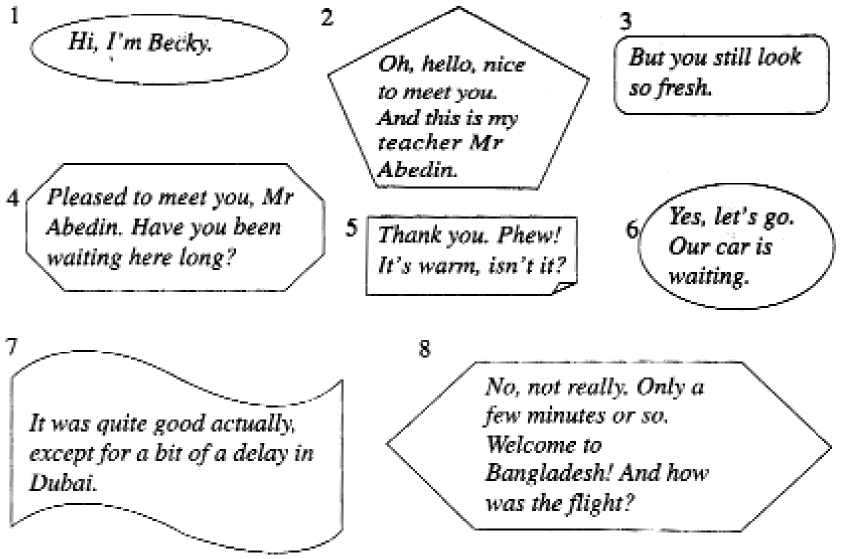
- her age
- her nationality
- the purpose of her visit

Becky has come to Bangladesh to participate in the International Scout Jamboree to be held in two days’ time. Masum and Mr Abedin have come to meet her at the airport. They are on the Jamboree Reception Committee.

**C Work in pairs.**
**Look at the series of pictures below. What do you think they are saying?**

**There are some dialogues that follow these pictures, but the sentences are given in a jumbled order. Match the dialogues with the pictures. Put the numbers of the dialogues in the speech bubbles.**






**D The following information is about Becky and Masum as it appeared in the Jamboree Newsletter. Guess what kind of questions the interviewer might have asked them to get the following information. Write down the questions.**

For example, Could I have your name please?

| ***Backy*** | ***Masum*** |
|---|---|
| *Becky Spring Mable* | *Masum Ahmed* |
| *13 years old* | *15 years old* |
| *British* | *Bangladeshi* |
| *studies in fourth form* | *sutdles in class 9* |
| *Plymouth, Devon, Uk.* | *Gazipur, Dhaka* |
| *Devenport High School for Girls* | *Ratanpur Model High School* |
| *likes her school very much* | *doesn't like to go to school much* |
| *lives with father, mother, sister and elder brother* | *has father, mother, elder sister and a younger sister* |
| *father is a highway engineer, mother is a school teacher* | *father works in a bank, mother is a housewife* |
| *Mike, her elder brother, studies science at a technical college* | *Neela, his elder sister, studies sociology at Dhaka University* |
| *little sister is in Standard 1* | *Rubana, his youngest sister is in class 6* |

**E** **Work in pairs. You are going to interview your partner. First think about the questions you are going to ask.**

**Next interview your partner and write down the answers.**

**Then write a short article of about 100 words based on the answers for the school magazine.**

## Lesson 2

# Meeting others

**Objectives** : By the end of the lesson you will have

- read some information, asked and answered questions about the information
- looked at and discussed information presented in a table
- listened to a conversation for specific information
- written a short informal letter

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**A** **Read the following information about a woman called Prity. Work in pairs. Ask and answer questions .about the information.**

Prity, 40, school teacher- two children, Nina 10, Raju 6, husband Salam, 42 postal clerk. e.g, Q : How old is- Prity?

A : She is 40/40 years old.

**B** **Look at the table below. Then work in pairs. Discuss the information you got about the different people in Lesson 1. Put a tick (✓) for the true information.**

| Information | Neela | Becky | Mike | Masum | Mr Abedin | Rubana |
|---|---|---|---|---|---|---|
| came to attend a jamboree | | | | | | |
| likes school | | | | | | |
| is a college student | | | | | | |
| is Becky’s elder brother | | | | | | |
| is a class 9 student | | | | | | |
| is fifteen years old | | | | | | |
| is Masum’s younger sister | | | | | | |
| doesn’t like school | | | | | | |
| is a class 6 student | | | | | | |
| has two sisters | | | | | | |
| has a brother | | | | | | |

**C You are going to listen to a short conversation between some people. While listening, try to guess the answers to the following questions.**

| Who is talking? | What are they Talking about? |
|---|---|

**Now listen to the conversation between Becky and Masum's family. Answer the questions given below.**

*1 What are they talking about?*

*2 What do you think 'freshen up' means?*

*3 Why do you think Masum's mother asked Becky if she needed to freshen up?*

*4 Why do you think Becky paused before answering Masum's mother?*

*5 Who is the youngest member of the family?*

*6 Do you think Masum's family is happy to meet Becky? How do you know?*

**D A list of phrases is given below. Listen to the conversation again and circle the phrases that you hear in the conversation.**

| | |
|---|---|
| Pleased to meet | want to |
| would you like? | better off |
| freshen up | much of it |
| looking forward | a little bit |
| take around | more often |
| hope so | all the way |

**E Look at the extracts below taken from Becky's diary that she wrote after visiting Masum's family. Work in pairs. Discuss and complete the sentences using the words in the list.**

| Food | House |
|---|---|
| Though the curry was —— and——— I——it. There were a lot of———, ——and boiled rice. | What—me most is that their house is made of— with a tin roof. Each room is— from the other. You have to walk through each to go the ——rooms. |

Attitude
All of the family—are—and——.
They — her warmly.

Dress
I love the— that Masum's mother was wearing. His sisters wore dresses called—and ——. His grandfather wore lungi and —. I liked their clothes very much.

Family
Masum has a large family: His grandparents—with them. His aunts and uncles also — there. They——— live with them but came to—them a hand.

**List of words**
nice, friendly, warmly, welcomed, hot, spicy, fish, vegetables, large, live, surprised, were, lend, saree, shalwar, kamiz, punjabi, clay, detached, other, liked

**F Imagine you are Becky. Write a letter to your mother about your experience and feelings after visiting Masum's family. Base your letter on the extracts from the diary.**

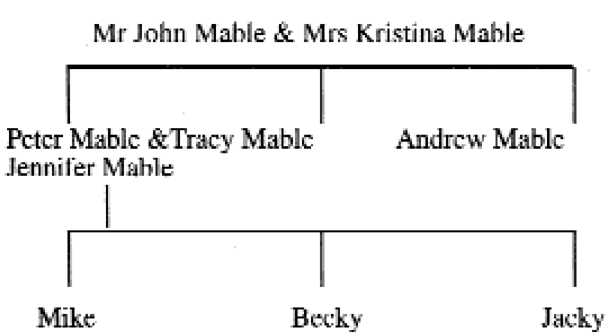
## Lesson 3

# Flashback

**Objectives** : By the end of the lesson you will have

- learnt about Becky's family
- made a list of the activities Becky liked and disliked
- interviewed a partner about his/her past activities and his/her likes and dislikes
- described past habits of a friend

**A While talking to Masum's family, Becky told them a lot about her own family. The following tree diagram is of Becky's family.**






Jennifer Mable and family

**B Work in pairs. Ask and answer the following questions about the family tree.**

1 Who is Mr John Mable?
2 Who is Tracy Mable?
3 How are Peter and Tracy related?
4 Who is Mike?
5 How are Jacky and Mike related?

**C The following pages are from Becky's diaries. They were written at different times and show you how the changes of habits and activities Becky went through in the last 6 years.**

1 September 1996
Boring breakfast!
I woke up at 6 am but felt too lazy to leave my bed. When I got up it was 6:30. I had my usual breakfast with cereal and milk: boring. I wish I had a different breakfast every morning. I finished my breakfast very quietly, I knew Mum was enjoying her morning sleep. I went to school. Feeling tired I returned from school. I watched Popeye over a cup of milk. I enjoyed my dinner because this is the only time the family can sit together.

5 July 1999
Morning is the best time!
I can give my whole concentration to my studies. I got up at 6 and started to plan for my class project on Volcanoes. I jotted down some points to discuss with my friends. I had toast and tea for breakfast. No more waiting for the school bus. I feel very good when Papa drops me at school. I don't like to watch cartoons any more, they are really childlike. I took little rest after school. Oh so much work to do before going to bed. I could not even find time for watering my plants.

5 May 1994
My birthday!
I celebrated it with my friends. Mum baked a chocolate cake and Papa gave me a white kitten. I wish he had given me a puppy.

21 November l999
Shopping
Today is Saturday. We went to the city centre with Mum. We had our - lunch at Macdonald's. Oh, I hate shopping and carrying all those heavy bags!

4 June1994
Collecting new stamps!
I watered my indoor plants. Uncle Alex came from Canada to visit us. He brought me sweets and stamps. Last time I told him about my hobby of collecting stamps.

12 December 1999
Prayer day!
In the morning I went to church with Mum and Dad. Jacky made a lot of noise there. I wish she hadn't made such a commotion. Really embarrassing!

**D Read the diary extracts again. In pairs list the activities Becky used to do in class 6 and compare them with the present ones. You must have noticed that Becky wrote about things she did not like, such as the same breakfast, cartoons, etc. Make a list of the activities she did not like and the ones she liked.**

**E You are going to interview your partner about the things s/he used to do. Write down 6 questions that you can ask him or her. For example: *What did you use to do in the evenings? What did you use to collect? Stamps, coins?***

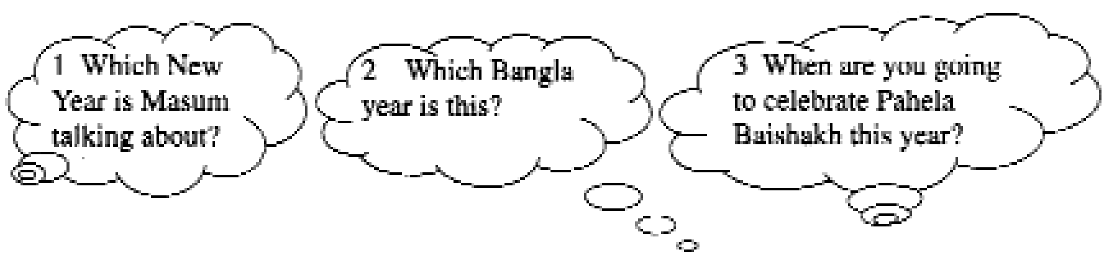
**F Now read the information you have got about your partner. Then write about the past habits of your partner from the information you have got.**
***Start with "S/he used to wake up..."***

## Lesson 4
# Pahela Baishakh

**Objectives :** By the end of the lesson you will have
- read a newspaper report about Pahela Baishakh
- described pictures of the preparation for a mela
- talked about how to organise a mela
- planned how to organise a baishakhi mela at your school
- made a poster asking for volunteers for the mela

---

**A Becky was surprised to hear about a New Year celebration in the middle of the year. Later Masum explained it to her. She then read the following newspaper article.**
**First guess and answer the following questions and then read the newspaper article below:**




**Pahela Baishakh today**
***By Staff Correspondent***
Today is Pahela Baishakh, the first day of Bangla Year 1406.
The day will be celebrated with traditional festivities across the country. The day is a public holiday. In keeping with the age-old tradition, traders and shopkeepers will open halkhata (fresh account books) and offer sweets to their customers and clients. Different socio-cultural organizations have drawn up elaborate programmes to celebrate the day. The day's first programme will begin at

dawn at Ramna Batamul. Chhayanat, a leading cultural organisation, will organize the programme. A large number of people, wearing traditional dresses are expected to attend the programme. Bangladesh Television will telecast live the programme from 6 in the morning.

National dailies will bring out special supplements while Bangladesh Betar and Bangladesh Television will air special programmes on the occasion.

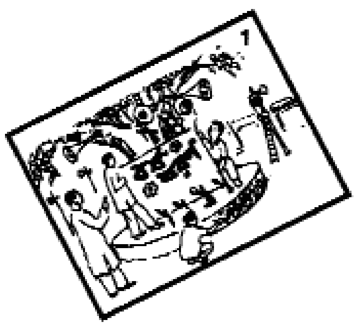
Students and teachers of the Fine Arts Institute (IFA) of Dhaka University will bring out a colourful procession from the Institute premises at 9:30 am carrying festoons, placards, posters, banners and wearing masks to welcome the Bangla New Year.

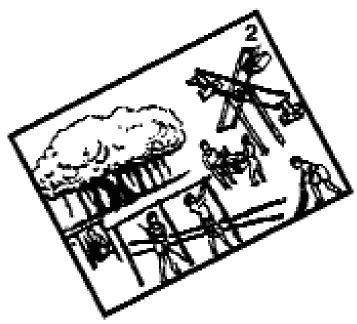
Bangla Academy will hold a cultural programme on its premises in the morning, to be participated by leading artists of the country.

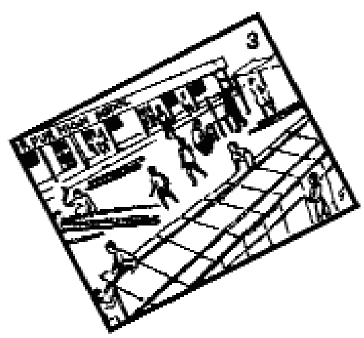
Shilpakala Academy will organise a cultural function on the Academy premises.

Jatiya Press Club will hold a cultural function on the club premises at 6 pm.Bulbul Lalitakala Academy, Liberation War Museum and Bangladesh National Museum will also organise cultural functions on the occasion.

**B The pictures below are taken from different venues where the Baishakhi mela will be held. Look at the pictures carefully. Describe the pictures.**




**C Discuss in groups what preparations you would need to do in order to hold a Baishakhi mela at your school. Make a list of the activities you want to have during the mela. Then write down who from your group would like to do what. e.g.** ***Manik would like to do the decorations. Potash would like to take care of the singing and dancing, etc.***

**D Make a poster asking for volunteers to help you with the various duties. Describe what the volunteers are expected to do.**

# Unit Two : Home is Where the Heart is

## Lesson 1

## Jobs for all

**Objectives :** By the end of the lesson you will have

- listed some housework chores
- described pictures of family members doing house work
- listened to an interview and taken notes
- read about daily routines
- made a list of the household chores people do at home

---

**A Tick the household chores in the box that you had to do before you came to school today. Make a list in your notebook and then compare it with your partner's.**

| | |
|---|---|
| made the bed | washed the dishes |
| wiped the floors | set the tables |
| dusted the furniture | made breakfast |

**B Look at the following pictures of a family doing their household chores. Write down who is doing what.**
For example, in picture 1, *Rafi is cooking.*





**C Match the kind of work you and others in your family do at home with the work shown in the pictures. Who do the jobs in your home and why?** *For example: My father helps with the cooking.*

**D Now listen to what Mrs Nazia Chowdhury has to say about her work. Note what she says about the reasons behind the different work styles in Bangladesh. Complete the table below.** One example is given for you.

| Work in school | Work at home |
|---|---|
| *checking homework* | washing dishes |
| | |
| | |
| | |
| | |

**E Read the daily routine of a typical working mother in England. It shows how much work she has to do not just in the home but at the office as well.**

**A day in the life of a teacher**

Jacky Smith aged 34 has been teaching for 9 years. She currently teaches five and six years old in a Devon primary school. She has a school-age son.

**7:30 am**

Jacky Smith arrives at school: It's quiet and peaceful at that time and she can get some preparation and photocopying done.

**8:30**

She does playground duty as parents deliver their children.

**8:45**

She takes the register for the 32 pupils in her class.

**9:00**

She supervises school assembly.

**9:15**

She starts classes.

**10:30**

She has coffee in the staff room.

**10:45**

The whole class reads in this period.

**12:00**

Lunch break.

**12:30 pm**

Staff meeting.

**4:00**

She reaches home. Her son is home by this time. He talks about his school and the activities he has done.

**6:00**

Cooks for family. Her husband gets home by this time and helps her in the kitchen.

**6:30**

Her husband sets the table. Sometimes her son helps him. They have dinner.

**8:00**

Jacky washes and Her husband wipes the dishes. They sit together in the living room. Normally she gets Up affer half an hour to d£ her lesson plans and preparations for the? next day.

**8:30**

She puts her so i to bed. and then goes to bed herself.

**F Write down six questions about Jacky's daily chores that you can ask your partner**

*For example, (1) Does she take the register at school?*

**G Think about list the activities that you usually do at home. Mention when you dc these activities.**

# Lesson 2
# Taking care

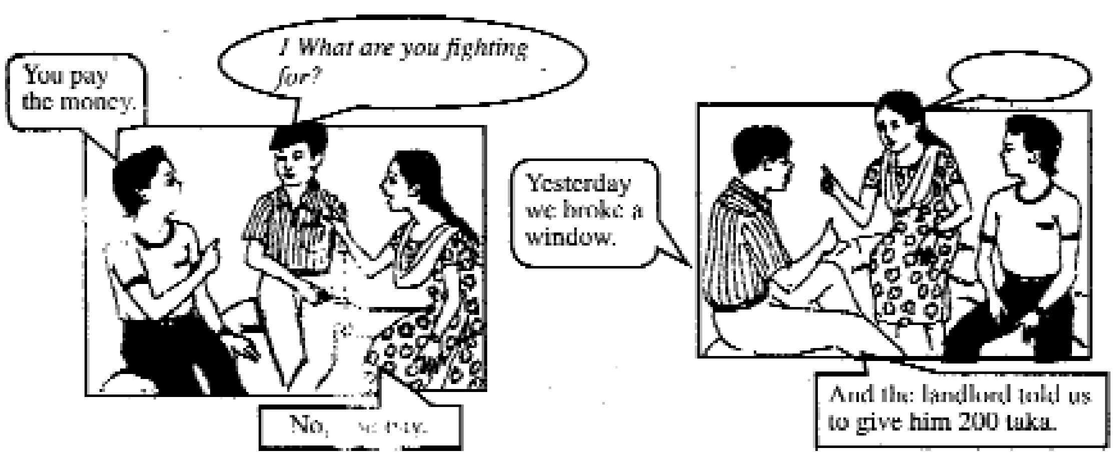
**Objectives** : By the end of the lesson you will have

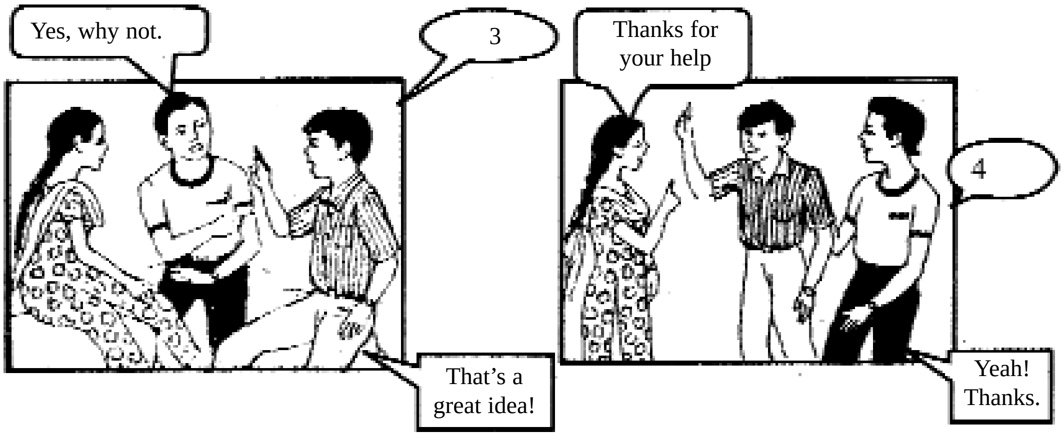
- described some pictures
- filled in speech bubbles
- read snippets of letters and filled in gaps
- written a letter

**A Look at the following pictures and tell your partner what is happening.**



**B Imagine that two friends are arguing with each other and that you are trying to mediate between them. Fill in the bubbles with what you would say.** No. 1 is done for you.

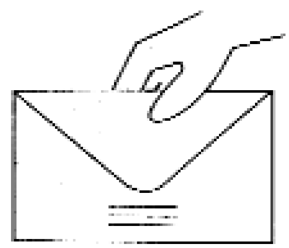





**C The following letters are taken from a section written by a father to his son. Read the sections of the letters and fill in any gaps in the passage below.**

1

You must be very near your exams. My advice for you is to keep calm and collected. Do your best, don't be anxious. Just do your best. How is your health? Your last letter left me very depressed. We wish you all the best in your exams.



Razzaque's exam was very near and his father feared that his son would be ____ about it. Especially when the last letter of the son made the father ______. He advised his son not to be _____ and wished him _____ in the exam. The father was anxious again about how his son did in the exam. He thought that his son would be ______ about getting poor results in his exam. So, he encouraged his son, asking him to ______ for a while.

2

Well, you've probably finished your exams by now. Don't worry if you haven't done as well as you wanted. You may have done better than you think. You've always worked hard from early boyhood to now. As soon as you have finished your exams, you can take it easy for a while. Then you will be able to come home to us. Write soon, telling me all about your exams and, especially about yourself.

**D Imagine that one of your school friends is in England for six months. S/he is having some troubles with the new place and the new food. Write a letter advising him/her on how to adjust to the new place and the food.**

# Lesson 3
# Sharing

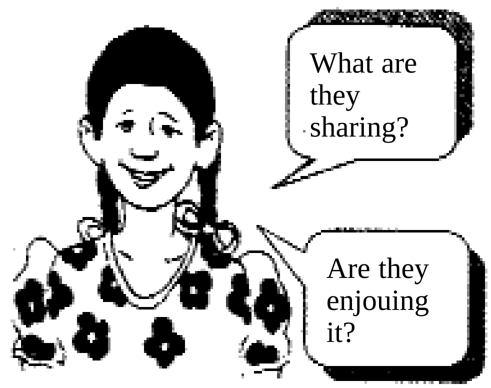
**Objectives :** By the end of the lesson you will have

- talked about the pictures
- read a letter and made a list
- discussed with a partner about his/her feelings
- read Sofia's feelings about sharing accommodation
- written about the problems of sharing accommodation

---

**A Look at the pictures. What do you see there? Discuss the questions with your partner.**






**B Read the letter and make a list of the food the writer used to have in England. Discuss with your partner what your feelings would be if you had to eat this kind of food.**

*Dear Father,*

*For the past two days, I have been thinking more and more about home.*

*The meals here are quite different from home. For lunch you usually start with soup. Then you have the main course. A piece of meat or fish and potatoes (I have eaten potatoes every day of my stay in England, twice a day in Oxford). You either have cabbage, carrots, beet root, sprouts, beans or cauliflower. Then come fruit-apples, oranges, grapes and fruit-pie and other such stuff. Finally, coffee or tea. You would be*

*surprised how you get accustomed to coffee habit, after lunch and after dinner. No rice, I don't miss it. There is no roti, either, but I don't really miss it. You have, bread with your soup, or with the main course. My table manners have improved tremendously.*

*With love,*

*Razzaque*

**C Fill in the following gaps with appropriate words from the box.**

| **after, in, on, at, with, about, during, over, of, for, about** |
|---|

Razzaque had felt homesick — the past few days. He was not use to having that kind — food at home. He became used to starting the main meal — soup. Potatoes were a common item— everyday meals. He used to have coffee— dinner. He did not get rice — oxford. He has imprpoved his — table manners, during his stay in oxford.

**D Look at the following list and complete the circles in the spider diagram with the fruit and vegetables the writer used to eat in Oxford.**

**Table 1**
**Fruit**
*grapes*
*oranges*
*mangoes*
*jackfruit*
*apples*
*strawberries*

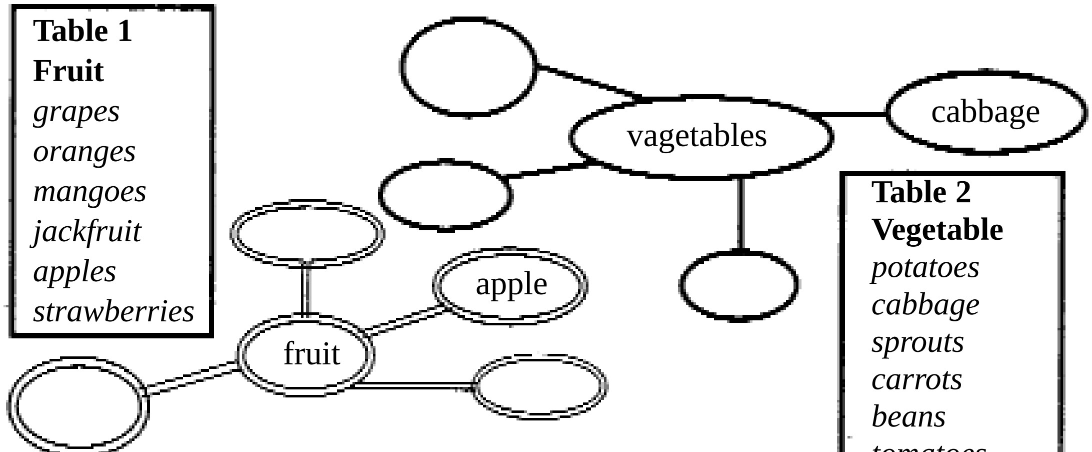



**Table 2**
**Vegetable**
*potatoes*
*cabbage*
*sprouts*
*carrots*
*beans*
*tomatoes*

**E Read about Sofias' problem in the problem page of a magazine.**

Sofia is 24 years old and works as a nurse in a private clinic in Dhaka.

At present, she lives with a relative^ She has been looking for somewhere to live for about a month. So far she has been unsuccessful and has been sleeping on the floor of her relative's house. Sofia's parents live in a rural area just outside Dhaka. Sofia wants to be independent. She wants to lead a life of her own.

Every day she looks through the advertisements in the newspaper. She asks other staff in the clinic to help her find accommodation. She reads the newspaper 'Ittefaq' every day and looks through the 'to rent' and 'flats to share' page very carefully. She has been to see a number of different places in different parts of Dhaka. Each time she has been disappointed for one reason or another.

**Now, imagine you need to stay at your relative's house while doing a course in Dhaka. Their house is too small for you to stay. Writean article similar to Sofia's about the problems you have.**

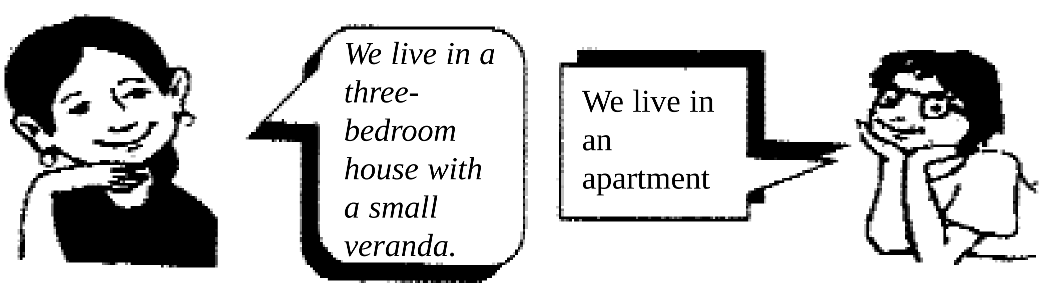
# Lesson 4
# A home of your own

**Objectives:** By the end of the lesson you will have

- described and talked about your house
- described Becky's house
- interviewed a partner about his/her house/flat using a questionnaire
- described a plan of a house

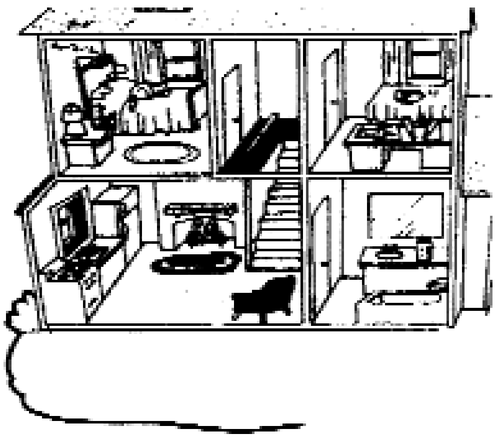
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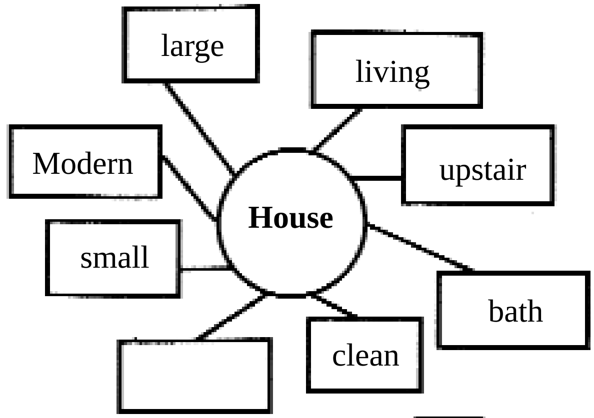
**A Think about the house you live in. Describe the house to your partner.**




**B The following is a photograph of Becky's house in England. She is showing it to Masum and describing it. The words she used are shown in the diagram beside it. Describe the house using some of the words in the diagram.**

*For example: Becky lives in a large house.*









**C The questionnaire below is a social survey from Dhaka University about people's houses and accommodation. Fill it in or tick as necessary.**

## ***Housing survey***

a. What kind of accommodation do you live in?
   ○ House ○ Flat ○ Other
b. The house is:
   ○ rented ○ house ○ owner
c. In which area do you live?...................
d. What's the area like?................
e. How long have you lived there? Since...........month/year
f. How far is it from school? About............
g. How many rooms has it got? .....................
h. Is your house/flat big enough for your family members?
i. Which of the following are near you?
   ○ School ○ Cinemas ○ Parks ○ Shop ○ Hospital ○ Restaurants
   ○ Playground ○ Post office
j. What are your neighbours like?
   ○ friendly ○ conservative ○ unsociable ○ helpful

**D Pass the completed questionnaire to your partner and read the one from your partner. Write a short description of his/her living condition using the information given.**

# Lesson 5
# Friends

**Objectives:** By the end of the lesson you will have

- practised giving compliments to your friends
- written cards
- written invitation cards giving directions
- written a dialogue between two friends
- read texts

---

**A Read the expressions in the bubbles. Match the expressions with the appropriate sentences.**

1 Your friend is wearing new shoes and he looks great.
2 You are sick today and your Friend brought some fruit for you.
3 You have lost a new book on you way back from school.
4 Your friend found the book you lost.




**B The following texts are taken from various types of cards given on special occasions. Read the cards and discuss which card was given on what occasion.**



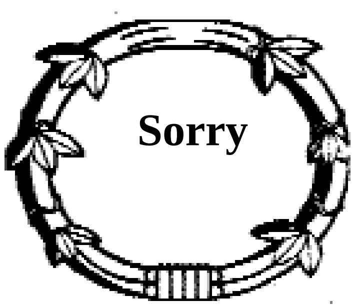


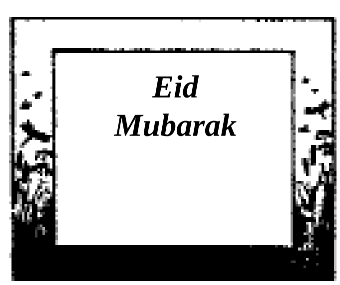










**C Imagine you are sending cards to your friends on the following occasions. Write suitable expressions for each occasion. One is done for you.** "Congratulations on your brilliant results"

- exam results
- birthday wishes
- wedding

**D Read the following situations about friends and friendships. Match the characteristics with the situations. There may be more than one characteristic for one situation.**

1 free
2 supportive .
3 helpful
4 sympathetic
5 cheerful
6 comfortable
7 simple
8 reliable
9 caring

## ACQUAINTANCE vs. REAL FRIEND

An acquaintance might never see you cry.
A real friend has shoulders soggy from your tears.

*******

An acquaintance might not know your parents' first names.
A real friend loves to talk to your parents too.

*******

An acquaintance brings gifts to your party.
A real friend comes to help you cook and stays late to help you clean.

*******

An acquaintance, when visiting, acts like a guest.
A real friend helps himself/herself.

*******

An acquaintance thinks the friendship is over when your have an argument.
A real friend knows that a fight can never separate friendship.

**E Write some situations between you and your friend when you felt that your friend was sympathetic, caring, simple...**

*e.g. (Sympathetic) : Imagine you have to write an assignment/homework which is not very clear to you. You are worried and sad. Your friend hears about the problem and says, "Don't worry. Let's go to the students Common Room. I will explain everything."*

# Lesson 6
# Tidy up your room

**Objectives:** By the end of the lesson you will have

- filled in a questionnaire
- described the differences between the pictures
- discussed the furniture arrangement in room!
- described pictures

---

**A Do you help with household chores at home? Ask your partner if he/she does. Then fill in the questionnaire.**

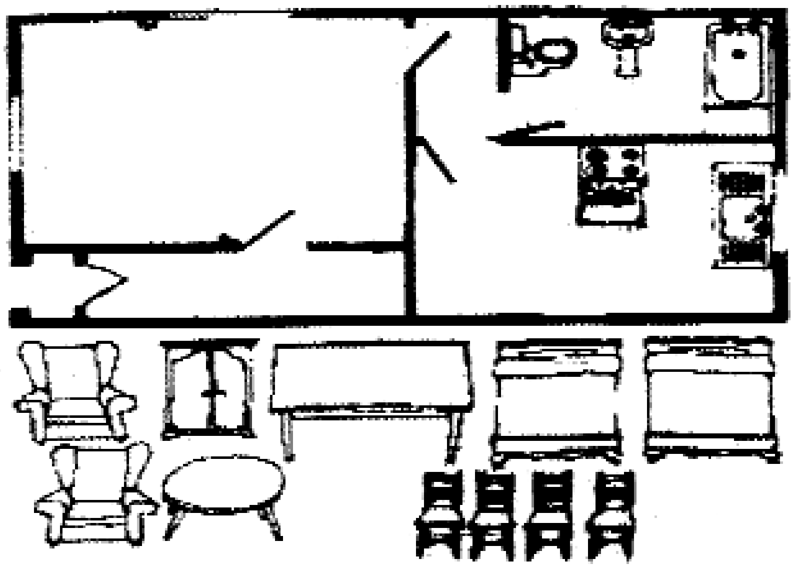
**B Look at the pictures. Are these of the same boy? Tell your partner the differences between the two pictures, e. g.** In picture **1**, his hair is not combed but in picture **2** it is combed.

| | Do you do the following | Yes | No |
|---|---|---|---|
| 1 | clear the table? | | |
| 2 | do the washing-up? | | |
| 3 | sweep the floor? | | |
| 4 | set the table? | | |
| 5 | tidy your room? | | |
| 6 | feed the animals? | | |
| 7 | make breakfast? | | |

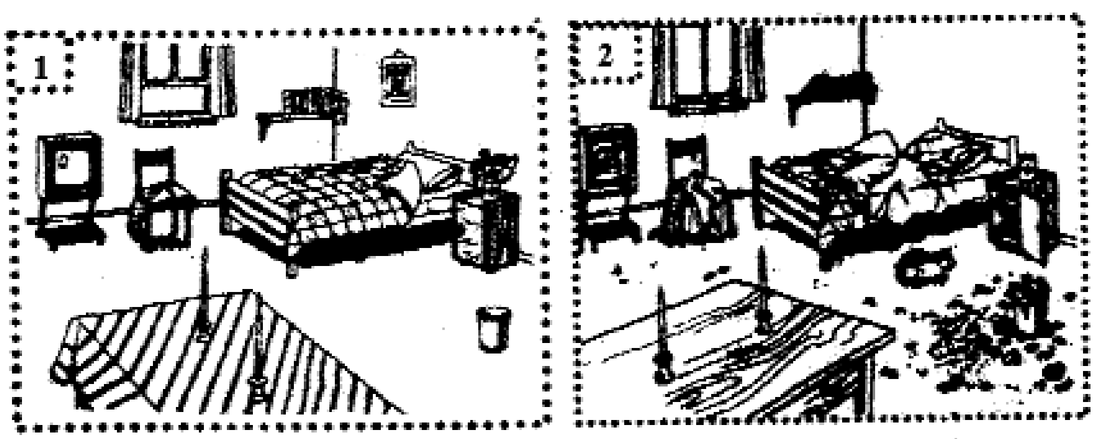


**C The following is a list of furniture and a diagram of a house. Select any number of pieces of furniture that you want to have in the house and decide which room to put them in. Then, describe your plans to your partner.**

Table
Chair
Dining Chair
Bookshelf
Bed
Armchair
TV
Desk lamp
Readymade curtains
Fridge



**D Look at the following pictures. They are different pictures of the same room. Describe the differences. For example, *The room in picture 1 is tidy but in picture 2 it is untidy.***

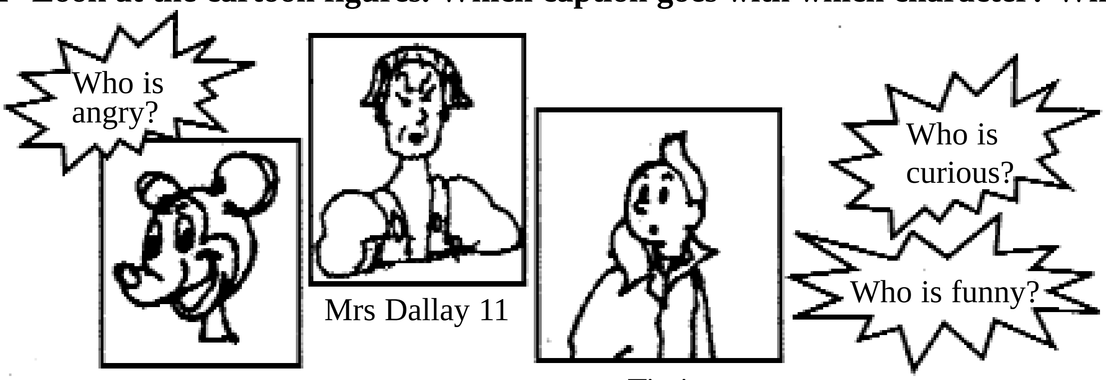


# Lesson 7
# Next-door

**Objectives:** By the end of the lesson you will have
- guessed the personalities of some cartoon characters.
- listened to a talk about a family and found the appropriate adjectives to describe them
- completed a questionnaire on personality
- written down the personal traits of neighbours

---

**A Look at the cartoon figures. Which caption goes with which character? Why?**




Mickey Mouse    Mrs Dallay 11    Tintin

**B Listen for information about Mr and Mrs Alam, Rakib, and Rina given by a neighbour.**

**Which of these characteristics can we use to describe the personalities of the people I mentioned in the talk?**

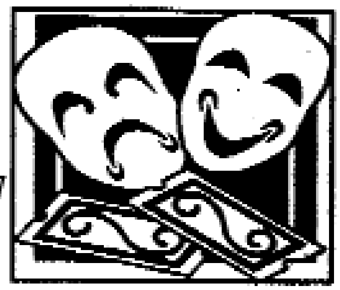
| | | | | | |
|---|---|---|---|---|---|
| sweet | clever | talkative | conservative | intelligent | conscious |
| lively | well behaved | strong | loving | rough | careful |
| nice | tempered | hardworking | logical | shy | optimistic |
| reckless | frustrated | realistic | sympathetic | determined | positive |
| aggressive | cynical | cautious | pessimistic | practical | simplistic |

**e.g.**



**C Read about two main types of personalities : Type ‘A’ and Type ‘B’.**

Type ‘A’ people are ambitious, aggressive, hardworking and competitive: they are sometimes impatient and are often in a hurry. Doctors say that because they are like this, type ‘A’ personalities suffer from stress and high blood pressure.



Type ‘B’ people are the opposite. They are relaxed and easy going rather than ambitious and competitive.

**Now ask your partner the questions below and tick yes or no. Find whether your partner is ‘A’ or type ‘B’ personality.**

| | **Questionnaire** | **Yes** | **No** |
|---|---|---|---|
| a | Are you always in a hurry to finish things? | | |
| b | Are you ambitious and always looking for new challenges? | | |
| c | Are you impatient with other people? | | |
| d | Do you get upset when people are late for appointments? | | |
| e | Do you often do two things at once, say watching TV and eating? | | |
| f | Do you get upset when things go wrong? | | |
| g | Do you sometimes stop listening when people are speaking? | | |
| h | Do you expect to be the best at everything you do? | | |
| i | Do you often interrupt people while they are speaking? | | |
| j | Do you think the best way to get a job done is to do it yourself? | | |

**Score**

| **Type A** | **Type B** |
|---|---|
| **If [Yes] answers are 6 or more** | **If [No] 3 answers are 6 or more** |

**D Think of one of your neighbours. Write down his/her character traits. Are they type “A” or type “B”?**

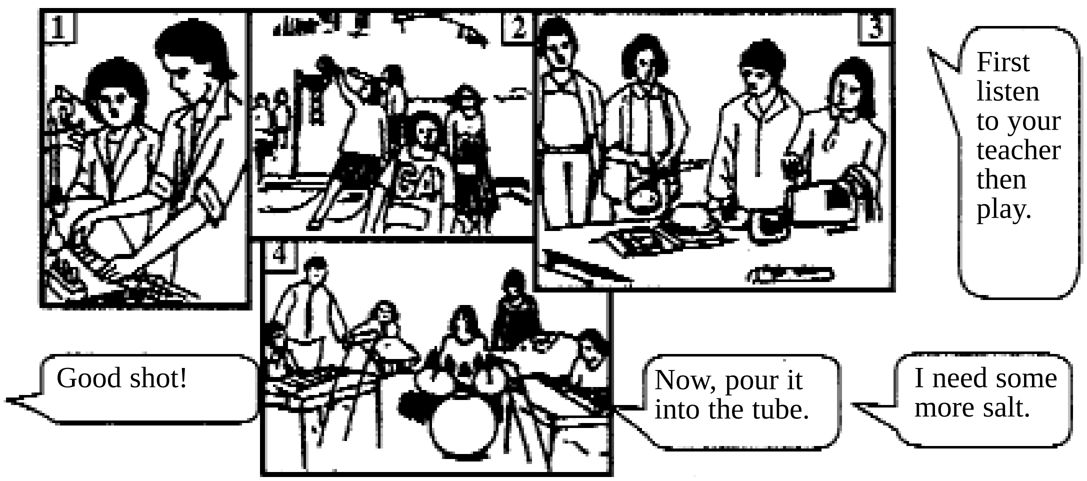
# Unit Three : Schools of the World
## Lesson 1
## Devonport High School for Girls

**Objectives :** By the end of the lesson you will have

- matched dialogues with the pictures
- read a text about a school and answered questions
- read student profiles and written a description of a school
- written a student profile of your friend

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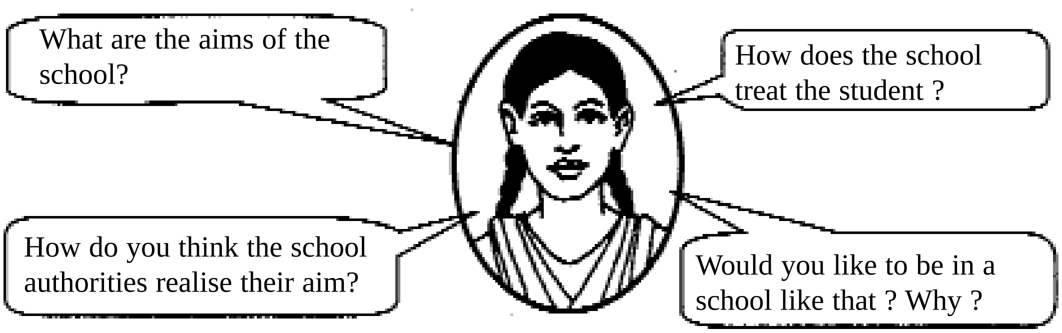
**A Look at the following pictures of different school activities and match the sentences with them.**




**B Read the following text about Devonport High School for Girls and answer the questions below.**



Our aim is to educate girls in the fullest sense. After they leave school they should be confident, and have the ability to express themselves clearly. They should also have a well developed sense of right and wrong, a sense of duty, and a belief in their own worth. The staff has a long tradition of encouraging pupils to discover their gifts and abilities in a secure and happy environment. We regard our students as young adults and involve them in decisions concerning their work, and school life. Our school is a house between the studies and life outside school. We provide an environment that helps our students grow individually. Many find this environment essential to develop their potential.




**C Read what the students say about their school. Then write about the extra curricular facilities the school offers.**

**Student Profile 1**

I am 15 years old and I joined this school in 1996. I am very happy here and feel that this school has helped me socially, as well as academically. I know I have gained confidence, through making new friends and doing a wide range of extracurricular activities. I am in the musical group, and do quite a lot of drama. 1 also play hockey and football for the school. I find the teachers great! They reach you on a personal level and encourage you to work hard and become ambitious. They work extremely hard to assist you in all areas.





**Student Profile 2**

I decided to come to Devonport High School because it offers an extensive range of extra-curricular activities and it is a big, bustling school. The teachers are very supportive and friendly and it enabled me to really get involved. And recognition from everyone else around really encourages me to do more and more. Here we learn not only for examinations but also for life.

**D Write your own profile like one of the above for your school magazine.**

# Lesson 2
# My school in Okazaki

**Objectives :** By the end of the lesson you will have

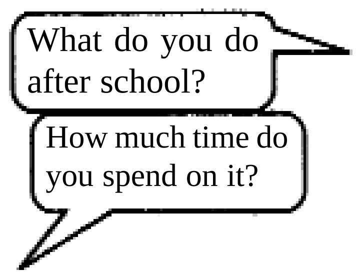
- matched information with a table
- answered questions
- prepared a debate on extra-curricular activities

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**A The table below gives statistics of after-class activities of Japanese children. Ask your partner which of the activities match with his/her after-class activities.**

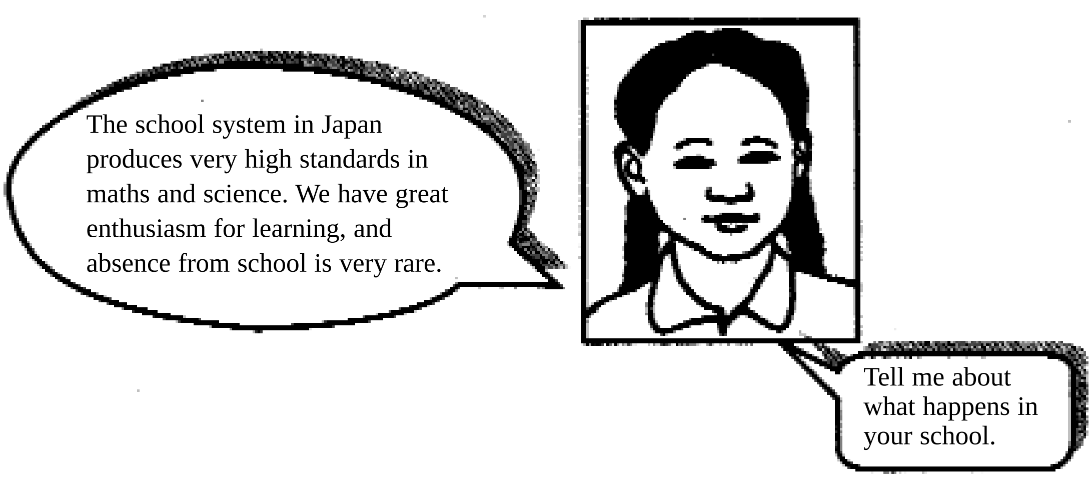
**AFTER-CLASS ACTIVITIES**

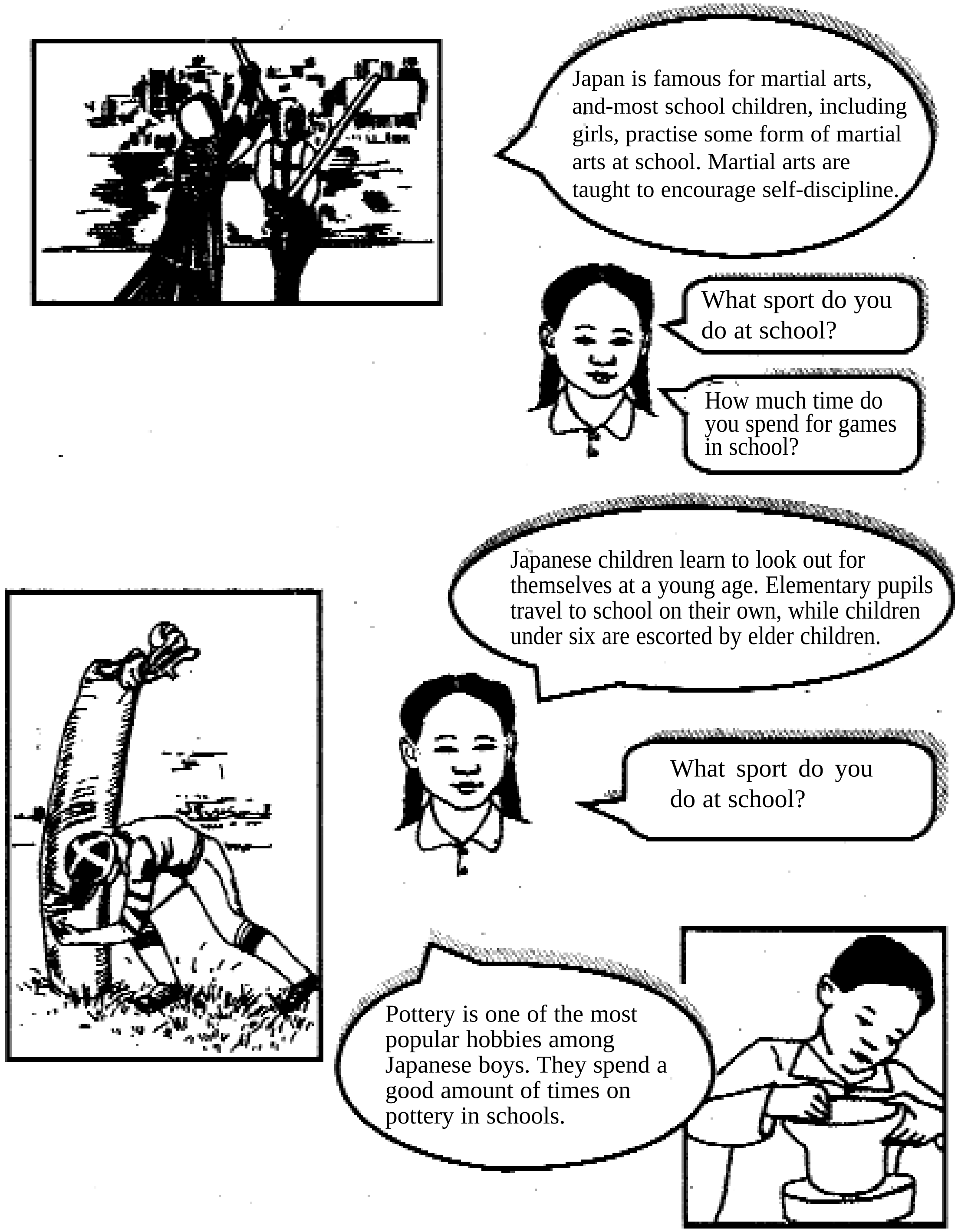
| | Pupils who take part in activities |
|---|---|
| Watching television | 75.6% |
| Reading magazines and comics | 64.2% |
| Outdoor sports | 42.4% |
| Listening to music | 34.4% |
| Reading books | 27.5% |
| Hobbies | 26.2% |




Source : Facts and Figures : Japan (Foreign Press Centre, 1996)

**B Read what Chikako is saying about her school in Japan. She is asking about your school as well. Answer her questions.**



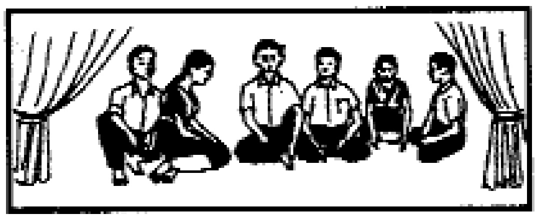


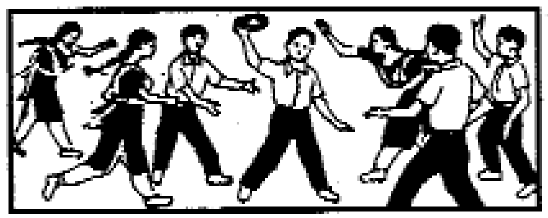

**C More time should be spent for extra curricular activities in our schools. Do you support this statement? Prepare a debate on this.**

# Lesson 3
# A school in town

**Objectives :** By the end of this lesson you will have
- guessed where some events are taking place
- read a letter and taken notes
- filled in spidergram
- discussed the differences between two schools
- written a reply to the letter

**A Look at the following pictures and guess where the activities are taking place.**





**B Read the letter and note what Rafiq is telling about his school.**

15 April 2002

Dear Alam,
How are you?

In your last letter you wanted to know about the school I study in. You know that I am. lucky to study in a zilla school here. This is the biggest and most famous school in our town.

Our zilla school is situated right near to the Dhaka highway, not very far from the centre of the town. It has an area of 4 acres and has three buildings and a large field. I should say we are lucky to have ample space both at classes and at field. The buildings house the classrooms, the laboratories, the teachers' lounge and the office. We also have a canteen in one building. In the field we have space for football and kabadi. Sometimes in winter we bring in our own ba£s and balls and play cricket. Sometimes people use the field for local gatherings.

Our school remains very busy all through the day. Our classes begin at 8:30 in the morning and runs till3.30in the afternoon with a break at 1 o' clock. We have a total number of 750 students in 12 sections of 6 classes. In class 9 we have 8 periods each day. Bangla, English and mathematics are the compulsory periods that we have every day. In the junior classes they have 6 periods. We also have three games periods each week when we play in the field.

The teachers of our school are very friendly with us. We can depend on our teachers not only for study matters but also for matters related to our other interests. Some of them run activity clubs in school. The clubs are places where one can go and pursue his or her hobby. I am a member of the debating club.We practise debating within the club and arrange debating

competitions among classes and among other schools as well. Our English teacher runs this club. He not only guides us in writing good speeches but also shows us how to present them.

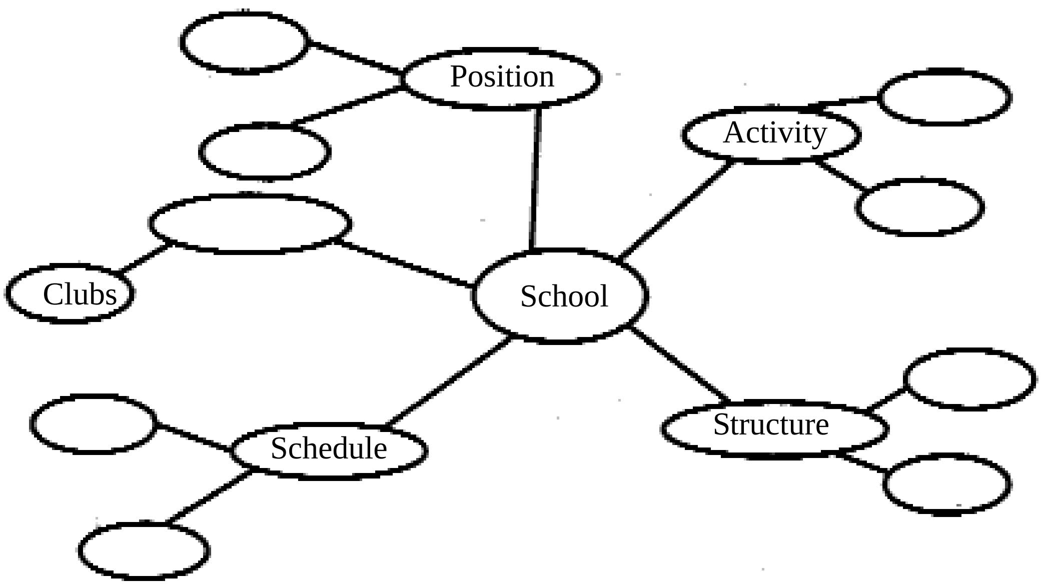
In short I can tell you studying in this school is a great experience. Along with the regular study we can develop our other abilities as well.

I guess you are planning to shift to a new school. If you ask for suggestions from me I will recommend my school without any hesitation.

With best wishes

Rafiq

**C Ask your partner to fill in the spidergram for Rafiq's school. You fill it in for your school. Then compare the information.**




**D Discuss the differences that you have found between your school and Rafiq's.** For example,




**E Write a reply to Rafiq's letter telling about how your school differs from his.**

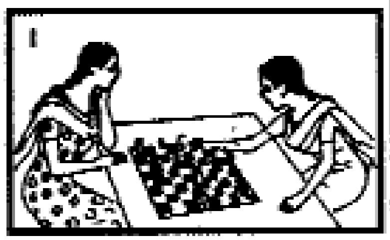
# Lesson 4
# Sunshine K G School

**Objectives** **:** By the end of the lesson you will have

- described pictures
- read texts and completed a table
- read about a daily routine and asked questions
- written a letter describing a party

---

**A Look at the pictures. Tell your partner what the students are doing.**





**B Read the texts and fill in the table.**

**Memories**

A seven-year-old kid Walked into the school holding his Mum’s hand on an early winter morning in 1983. As a teen ager he left that school after going through a routine of discipline, education, and various extra curricular activities. All of those had effectively changed him into a complete person.

**Hamid**

**My school**

Whenever the idea of school comes to mind, most of us think of studies and no play. But whenever I think of my school, I get the picture of a perfect place that not only made me learn my lessons but also helped me learn a lot of things about life. My school helped me achieve this.

**Rubana**

**Recalling school days**

It has been six years since I joined my school and now it is time to leave. I have enjoyed these years tremendously. I recall playing cricket in the classroom, sometimes with a bat, but usually -with a stump and even with laboratory books. I remember standing outside the classroom, mid-class snacks and the winning of gold medals at essay competitions.

**Shaila**

| WHO | How | WHY |
|---|---|---|
| Hamid | | |
| | Enjoyed | |
| | | Gave a new idea of school |

**C Read what Hamid did on his last day at school.**

| | |
|---|---|
| 7.00am | Woke up |
| 8.00 | Had breakfast, packed his bag and set off for school with his friend |
| 8.30 | School started |
| 10.30 | Went to the headteacher asking for half-day leave |
| 12.00 | Arranged a small function with friends for teachers and other students |
| 2.00 pm | Had lunch with friends |
| 3.00 | Back home |
| 4.30 | Gave a speech at a function arranged by junior students at the school |
| 6.00 | Gathered in the school auditorium with the rest of the class to make study plans and other things 8.00 Had dinner at a friend's house |
| 9.00 | Back home |

**Work in pairs. Ask and answer questions about the following times as shown in the example.**

Q: What were you doing at 7:30?
A: I was taking breakfast.

at 7:30 | at 12:30 | at 5:00 pm | at 7:00 pm | at 9:00 pm

**D Imagine you were in a farewell party as one of the guests. Write a letter to your cousin describing what you did on that day.**

# Unit Four : Different Skies
## Lesson 1
# Getting ready

**Objectives :** By the end of the lesson you will have
- looked at a picture and discussed it
- listened for specific information and completed a chart
- written two short paragraphs using the structure 'going to'

---

**A Look at the picture. What do you see?**



**Work in pairs.**
- Discuss the different things that you see in the picture.
- Do you think it is somewhere in Bangladesh?
- Discuss your reasons for thinking so with your partner.

**B Now you are going to listen to a news extract that appeared in the local newspaper Manikgonj Barta about Kudrat Ali who won a lucky draw. His daughter Neela got a chance to visit Singapore. Before listening discuss the following questions with your partner.**

- What is a lucky draw?
- What kinds of things on you win in a lucky draw?
- How can winning affect a person's life?

**C Now listen to the extract and complete the statements below.**

1 Kudrat Ali applied for a job ..........................................................................
2 He went to Singapore ..........................................................................
3 His job was ..........................................................................
4 He worked ..........................................................................
5 He won a lucky draw in the month..........................................................

6 The lucky draw was...............................................................
7 The ticket included ..............................................................
8 He sent the ticket ..................................................................
9 His daughter was a ...............................................................
10 She was in ..........................................................................
11 On December............................................................................

**D Neela is going to do and buy some things before she leaves for Singapore. Neela has made a list of things that she is going to do. Work in pairs. Discuss what Neela is going to do and buy.**

| ***Things to do:*** | ***Things to buy:*** |
|---|---|
| *leave school*<br>*tuition fees*<br>*visa*<br>*go to a travel agent*<br>*withdraw money* | *a suitcase*<br>*dresses films*<br>*a diary*<br>*sweets*<br>*traveller's cheques* |

**E Now work in pairs. Write down sequentially what Neela is going to do and your partner will write what Neela is going to buy with the help of the words in the box. One is done for you.**

| |
|---|
| first<br>then<br>after<br>that<br>next<br>and then |

First Neela is going to Singapore High Commission to get her visa. Next she---

# Lesson 2
# Neela asks for leave

**Objectives :** By the end of the lesson you will have
- looked at pictures and answered questions
- read an application and found the mistakes in it
- corrected an application and written it down in your copy
- written an application

---

**A Talk about the pictures and answer the questions that follow.**








**What do you see in the pictures?**

- Why do you think people write letters?
- What sort of letters do you read or write?
- When did you last receive a letter?
- Who did you last write a letter to?

**B Neela needs leave of absence from school to go to Singapore. She wrote a letter of application to the Headmistress of her school asking for leave. There are about 20 mistakes in her application. How many can you find?**

4 January 1999 .
the Headmistress
Pirbaree Girls' High School
Boropara
Manikgonj

**Subject:** Live in advance for a weak

Dear Madam
This is to inform you that I'm in knead of a weak's live. My father works in Singapore. In a lucky draw he has won a Dhaka- singapore-Dhaka ticket with three days' hotel acomodation. He has send the tickets for me. If I am granted live than I wood be able to joint him by the end of September.
I wish you wood coinside my case and allow me the live.
Sincerely your's
**Neela**
Class IX, A
Roll 21

**Correct the above application. Write it down in your copy.**

**C Write an application for leave of absence using the following cues:**

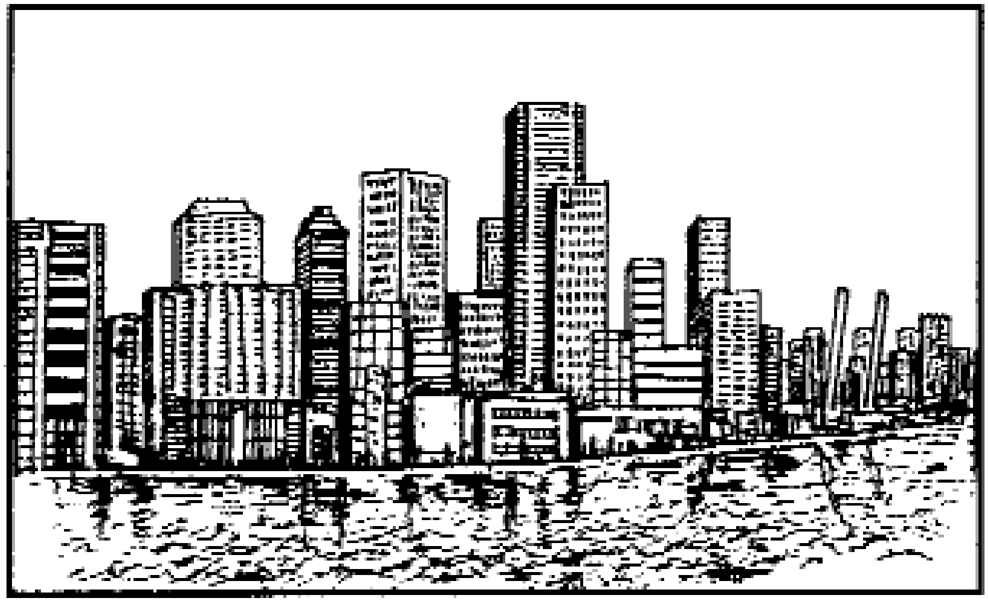
subject: leave of absence
purpose: your cousin's wedding
duration: four days
writing to: headmistress/ headmaster

# Lesson 3
# Room 1609

**Objectives :** By the end of the lesson you will have

- looked at and discussed about a picture
- listened to a conversation between a receptionist and a hotel guest and identified true/false information
- answered questions after listening
- written dialogues

**A Talk about the picture. Work in pairs and discuss the following questions.**



- What do you see in the picture?
- How many tall buildings can you see in the picture?
- Have you seen any tall buildings like these in Bangladesh?
- What things in the picture attract your attention most?

**B Neela is in the lobby of her hotel in Singapore. She is trying to find out if there is a booking in her name. Listen to the conversation between Neela and the receptionist and write T for true and F for false statements. If false, give the correct information.**

1. Neela is going to stay at the hotel for five nights.
2. She has to fill in the registration card.
3. Her package entitlement comes with continental breakfast.
4. Her room is on the twelfth floor.
5. The elevator is by the corner.

**Now listen to the conversation again and answer the questions below.**

1. Who was Neela talking to?
2. What was she looking for?
3. Why did Neela write her home address?
4. What sort of tour was Neela entitled to?
5. Why didn’t she need to write her departure dare?
6. Why was she asked to give her date of birth?

**C Imagine that you are travelling to Bangkok. Write a dialogue between you and the person at the information desk in a Travel Agency. In the box below is the information you need to know. The first line is done for you.**

| |
|---|
| airfare |
| ticket booking |
| departure and arrival time |
| length of flight |
| airlines |
| flight number |

Mina : Excuse me. Could you tell me which airlines fly to Bangkok, please?
Assistant : Sure. Quite a number in fact. Bangladesh Biman, Singapore Airlines, Thai Airways, British Airways. Which one would you like?

**D Work in pairs and role play the dialogue.**

## Lesson 4
## Security rules

**Objectives** : By the end of the lesson you will have

- read and discussed probable answers to the questions
- filled in a registration card
- read the security form of a hotel
- written security rules for your school and house

---

**A. Read the questions. Work in pairs and discuss probable answers to the questions.**

- When do people need to stay at hotels?
- Have you ever stayed in a hotel?
- Why do you think you have to fill in registration forms at hotels?

**B Neela is filling in her registration card. She is trying to find out if there is any booking in her name. Look at the registration form below and fill it in for Neela. Use your imagination as you fill in the form. One is done for you.**

**Guest Registration Form**
Check out Time: 12.00 Noon
No Tipping Please

| | |
|---|---|
| Full Name (MR/MRS/MISS)<br>Surname underlined | |
| **ROOM** | **ARRIVAL DATE** **FLIGHT NO.** **BG 1397** |
| **RATE** | **DEPARTURE DATE** **FLIGHT NO.** |
| **NO. OF PF.RSONS** | **COMMENT** |
| **PASSPORT NO.** | **DATE OF BIRTH** |
| **NATIONALITY** | **PROFESSION** |
| **CO. NAME/ADDRESS** | |
| HOME ADDRESS<br>(PLEASE WRITE IN BLOCK LETTERS) | |
| **E-MAIL** | |
| | |
| CLERK'S INITIAL | GUEST SIGNATURE |

**C After filling in the form, Neela is given the key of her room. In her room, Neela reads the security tips given below. Read them and say why you think these measures are necessary.**

| | |
|---|---|
| • *Do not announce your room number in public*<br>• *Should you lose your key please notify reception immediately*<br>• *Double lock your room at all times and use the viewer and door safety catch .*<br>• *If you are in doubt of the identity of any person trying to gain acce-ss to your room alert the duty manager on extension 121.* | • *Do not accept calls from touts offering free tours and services. Contact the duty manager if they persist.*<br>• *The hotel is not responsible for any loss of cash, valuables and message that cannot be recalled.*<br>• *Please use the personal electronic safe in the room. Please observe the location of the fire exists and in the unlikely event of fire or smoke stay calm and proceed to the nearest exit.* |

**D Work in groups. Write a list of rules like the ones above for either school discipline or home security. Write at least five rules for each. One is done for you.**
Students should come to school in uniform.

# Lesson 5
# A new experience

**Objectives:** By the end of the lesson you will have
- read questions and shared personal information
- read information from tourist pamphlets
- written two paragraphs

---

**A Read the questions given below. Work in pairs and share your personal information.**
- Have you ever been in a foreign country?
- Do you have any relatives or friends living overseas?
- Would you like to visit another country? If so, which one and why?
- What would you do if you visited another country?

**B Neela is in Singapore. She wants to see as many places as she can during her visit. Read the following information she got about two tours in a brochure in Singapore. Exchange the information you get with your partner by asking the questions that follow.**

Night Safari
Pickup time: 18:30hrs
Tour price:
Adults: S$ 40.00
Child: S$ 21.00
Tour starts: 19:00hrs
Duration: $3\frac{1}{2}$
Most animals are nocturnal. At dusk they begin to stir for hunting. At Singapore Zoo these activities are captured to best effect using subtle lighting which permits us to watch close while not disturbing the animals.
Singapore Zoo houses over 1200 animals from 110 exotic species. Tigers, striped hyenas, golden jackals, cape buffaloes, blue sheep and the rare greater one- horned rhinoceros are but some of the animals you will see. The night safari covers an area of 40 hectares of secondary jungle with the Seletar Reservoir providing a beautiful backdrop.
A tram ride, upon ai rival at the Zoo, is the easiest way to familiarise yourself with the large grounds.
At the end of the ride you may wish to enjoy dinner (not included in tour price) in a romantic setting.
After dinner feel free to stroll and take a closer look at the animals. The sound of crickets and owls and the chance to see the tigers and hyenas feasting make for a truly memorable experience.

<u>IMPERIAL CRUISES</u>

| Daily (3 departures) | Departure | Adult | Child |
|---|---|---|---|
| Morning Glory | $2\frac{1}{2}$hrs | 10.30am | S$24 S$12 |
| High tea Cruise 2.5 hrs | 3.00pm | S$29 | S$14 |
| Dinner Cruise 2.5 hrs | 6.30pm | S$49 | S$25 |

Sail to southern islands and see the busiest port in the world onboard our air-conditioned Imperial Chinese Vessel, M.V. Cheng Ho. Three cruises to choose from:

<u>MORNING GLORY CRUISE</u>
First the Morning Glory Cruise to the southern islands with a stopover at Kusu Island. Complementary coffee or biscuits will be served.

<u>HIGH TEA CRUISE</u>
The afternoon High Tea Cruise follows the same route as Morning Glory Cruise but includes a delectable selection of cakes and sandwiches served for high tea.

<u>DINNER CRUISE</u>
If you want to enjoy sailing at its best, join our Sunset Dinner Cruise. The evening breeze, the setting sun and the peace and quiet of the open sea is an experience not to be missed. View alljhese from the aft of M.V. Cheng Ho before sitting down to a sumptuous international buffet dinner.

1. How many tours are there? What are they?
2. How much does each tour cost?
3. What are their departure times?
4. How much is the Night Safari and the High Tea Cruise for a child in taka (1 S$ = Tk.30)?
5. What is the duration of the tours?
6. Which tour would you choose? Why?

**C Replace the underlined word(s) with a word from the brochure with the same meaning.**

Neela went on both tours. She enjoyed herself very much. The fascinating animals of the Night Safari took her breath away. She saw how the night animals become active after a rest. To know about her surroundings, Neela walked leisurely and could see the tigers and hyenas rejoicing in a kill. The faint lighting had the effect of the real jungle at night.

After walking for some time, Neela sat down. It was a hectic day for her. But nevertheless she had enjoyed very much. She went on a boat trip in the afternoon. The trip lasted for two and a half hours. She had a free meal that came along with her trip ticket. At lunch time Neela went to the restaurant. A large table was set and there were at least twenty different Singaporean food served. It was a self service lunch. Neela didn’t know what to do. An old lady explained to her that she could pick any food she liked and that she could take as much as she wanted. Neela had never had food like this before. Neela tasted quite a number of different items. The food was magnificent and highly enjoyable. At the end of the sailing they had tea served with lightly cooked dishes. All these were very new to Neela. She certainly had experiences to remember.

**D Neela went on.the Night Safari tour as well as the Morning Glory Cruise and had two different but wonderful experiences. Imagine you went on one of the tours. Choose one that you would like and write a paragraph describing your experience.**

## Lesson 6
# Eating out

**Objectives :** By the end of the lesson you will have

- looked at pictures
- asked and answered questions
- listened for specific information and jotted down required information
- matched idiomatic expressions with meanings
- talked about Bangladeshi food
- completed sentences using the idiomatic expressions
- written a composition

**A Look at the pictures below. Work in pairs and then answer the questions that follow.**



- Which picture do you think is the odd one out?
- Why do you think the picture is odd?
- How are these pictures related?

**B Kudrat Ali took Neela to dinner at a food centre one evening. Neela wanted to have some more Singaporean food. While they ate, Kudrat Ali told her about the different types of food and eating habits of the Singaporeans. Listen to what Kudrat Ali told Neela and jot down anything you hear about.**

the types of food:
her favourite food:
the best place to enjoy Singaporean food:
the favourite pastime of the Singaporeans:

**C Read the idiomatic expressions given below. All are connected with food. Work in pairs. Discuss and match each expression with its meaning.**

| ***Expression*** | ***Meaning*** |
|---|---|
| *1 to be in a bit of a stew* | *a person who has a determined and strong character* |
| *2 to be in the soup* | *to ignore someone* |
| *3 to eat humble pie* | *to be confused and not know what to do* |
| *4 to butter (some one) up* | *something that is difficult to believe* |
| *5 to give someone the cold shoulder* | *to be in trouble* |
| *6 a toush cookie* | *to have to admit you were wrong about something* |
| *7 apiece of cake* | *to flatter someone* |
| *8 a fishy tale* | *a task easily accomplished* |

**Now use the expressions to complete the passage below: (You might need to change the form in some cases)**

Mina was terribly upset when her best friend Tina gave her ———— and walked past without speaking. They had a slight rift at school the other day. Mina had refused to help Tina with geography. Later Mina regretted and was trying to make up. But Tina turned out to be a ———. She would not speak to Mina no matter how much she —————.

Mina rang Tina but she did not answer her telephone calls. Her silence put Mina in ———————. Mina needed Tina's help as they have a maths test the following week. Maths had always been a problem for her and it was Tina who helped her before the last test. Maths tests are a ——————— to Tina. It was Tina who ———————. She had to ——————— and ask for Tina's help.

**D Work in pairs. Suppose your partner is a foreigner who has come to visit you and is interested to know about Bangladeshi food and eating habits. In turns talk about the foods and food habits of the people of Bangladesh.**

**E Write a composition of about 200 words about your favourite Bangladeshi food(s).**

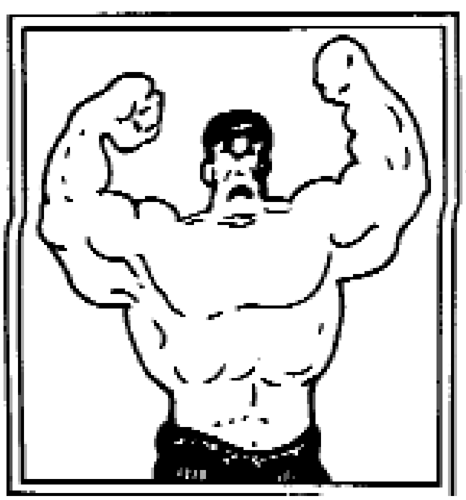
## Lesson 7
# A strange man in the lift!

**Objectives :** By the end of the lesson you will have

- asked and answered questions
- read a passage
- discussed phrases that express emotion

---

**A Look at the following pictures. Ask and answer the questions.**


Picture 1


Picture 2

- What does picture no.l make you think about?
- What does picture no. 2 suggest to you?
- Should people be judged by their outward appearance? Why? Why not?
- How important is a person's appearance?

**B Read the passage given below. Work in pairs and discuss how Neela felt. Give reasons why she felt like this. Write the reasons in your books and compare them with your partner.**

Neela was going to the basement cafe in her hotel to have breakfast. She didn't have a proper dinner the night before. She couldn't sleep well and got up early. She got into the lift and pressed the button that read Bl. On the 14th floor a stranger got in. He was about 3001bs and more than six feet tall. He looked like a giant. Neela felt that there was not enough room for her. She was scared. She hoped that he would get out soon. Her heart sank when the man pressed B1 too. Neela eyed the giant nervously. Perspiration trickled down her forehead though the air-conditioner was working in the elevator. She felt weak at the knees. She looked at the man helplessly and thought to herself, My goodness! Will I be having breakfast at the same time as this man?' The giant suddenly spoke, 'Hello! Going for breakfast?' 'Yes', Neela answered meekly. 'You're pretty early,' the giant said. 'I thought I was the only early bird'. Neela was surprised to hear such a soft voice. She looked at him...well he had soft eyes and she was no more afraid. Maybe he wasn't so frightening after all.

**C Work in pairs. Look up the following phrases in B. Some of the phrases express a particular emotion. Which of the phrases express a particular emotion and what is the emotion?**

| | |
|---|---|
| perspiration trickled down | heart sank |
| felt weak at the knees | eyed the giant |
| not enough room | early bird |
| pretty early | air-conditioner running |

**D Work in pairs. Take turns, discuss and then write how you would feel in the following situations:**

a) Imagine you are travelling by launch and suddenly a storm rose.
b) Your exams are on and you came late for your English exam.

## Lesson 8
# First impression

**Objectives** : By the end of the lesson you will have

- looked at pictures and answered questions
- listened to a conversation and studied out a chart
- found words from a word-maze

**A Look at the pictures and answer the questions.**



- What comes into your mind when you see these pictures?
- Are you afraid of any of these?
- Can you think of anything positive about any of them? Why? Why not?

**B Listen to the conversation Neela had with Art, the stranger she met in the lift. Circle his likes, dislikes, job, nationality, age, profession, any foreign language that he speaks and purpose of coming to Singapore.**

| Likes | Dislikes | Age | Nationality | Profession | Purpose of visit | Speaks |
|---|---|---|---|---|---|---|
| football | cold weather | 55 | American | doctor | looking for a job | Bangla |
| theatre | food | 51 | British | banker | on holiday | Arabic |
| music | crowd | 47 | Australian | teacher | to visit friends | Latin |
| swimming | very sweet food | 43 | Canadian | player | shopping | French |
| travelling | warm weather | 53 | Bangladeshi | journalist | on business | Spanish |

**C Work in pairs. Discuss and write words that you have found in the word maze thatexpress xpositive or negative feelings. Compare with your partner.**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S | A | T | I | S | F | A | C | T | I | O | N |
| O | D | I | N | O | E | N | A | W | E | Y | B |
| L | O | V | E | R | A | G | L | A | A | F | P |
| T | R | S | X | R | R | R | M | I | N | C | E |
| H | E | D | C | Y | O | Y | R | N | X | E | N |
| F | U | R | I | 0 | U | S | B | L | I | S | S |
| S | 0 | W | T | H | R | I | L | L | E | D | I |
| A | G | R | E | V | E | ‘N | G | E | T | T | V |
| D | L | A | M | E | H | A | P | P | Y | M | E |
| H | A | T | E | E | C | S | T | A | T | I | C |
| O | D | H | N | T | M | W | 0 | R | R | Y | T |
| H | O | S | T | I | L | T | Y | F | E | A | R |

# Lesson 9
# A mishap!

**Objectives:** By the end of the lesson you will have

- looked at a picture and answered questions
- guessed the answers of questions
- read about a mugging and discussed the reasons
- written a dialogue
- filled in a 'Report of Loss' form



**A Look at the picture. Work in pairs and discuss the different things you see in it.**

**B Read the questions and try to guess the answers to them.**

- Why do you think Neela was walking alone in the fair?
- What could have led to the mugging?
- How could Neela have avoided the situation?

**C Now read the text and answer the above questions.**

Neela was bored. She was in her hotel room the whole afternoon. Her father couldn't come as he was working over- time. It was evening and the shops were dazzling with bright lights. Neela wanted to explore Chinatown and left her room.

She walked through the narrow streets and saw that there was a night market going on. It . all looked extremely festive. There was a riot of brightly coloured lights. She walked among the busy stalls. The smell of appetizing Chinese food tickled her nostrils making her mouth water as she passed the food courts.

Neela enjoyed the colour, chaos and the crowds. She took a number of photographs. Suddenly she was being pushed. Her bag was snatched by a young man who ran off quickly and was lost in the crowd. Neela was upset. Her passport, money, air tickets and everything there was in her bag.

**Neela went to a police station to report the mugging. Study the 'Report of Mugging' form below. Decide what questions the police officer would ask Neela so that he could fill in the form.**

| | |
|---|---|
| SINGAPORE POLICE FORCE | Serial Number-0127 |
| Report of Mugging | Police Station<br>Report No.<br>Date & Time Report Made: |
| Full Name of Informant: | Telephone No.: |
| Address: | Race:<br>Sex & Age:<br>NRTIC/ Passport No.: |
| Place/ Person Lost:<br>On (or Between)<br>Brief description of the Person(s): | |
| Brief description of Mugging: | |
| Signature of officer<br>Recording the Report: | Signature of Informant: |
| Rank of officer: | Date: |

**D** **Write a short dialogue between the police officer and Neela. Next roleplay with your partner.**

**E** **Imagine that you are the police officer who interviewed Neela. Complete the 'Report of Mugging' form in C.**

# Lesson 10
# Back home!

**Objectives :** By the end of the lesson you will have

- discussed the worries of teenagers
- listened to a description and answered questions
- completed a passage after listening
- written down some of the differences between Singapore and Bangladesh

---

**A Teen-age is a transition period. You are leaving the world of childhood and beginning to learn about the world of adulthood. In groups, share and discuss your reaction under the three headings given below:**

- things teenage girls worry about
- things teenage boys worry about
- things all teenagers worry about

**B Listen to the conversation between Neela and her family. Work in pairs. Discuss the probable answers to the following questions:**

- Where is Neela?
- Who are talking?
- What are they talking about?
- What is Shafiq's dream?
- What things did Neela buy for her family?

**C Neela told her mother what she had learnt about Singapore. Now listen to her description and complete the passage given below:**

Singapore is one of the ——— and——— cities in the world. It is both a ——— — and ——— state. There's only one ——— in Singapore. It's one of the few places in the world where people celebrate New Year ——— times. They've ——— ——— New Year, the ——— New Year as well as the Christian New Year as the — —— One. It is a ——— and ——— state. There are hotels in almost every street. Of all the hotels, one of the finest one is Raffles. It is a ——— resort for ——— , scholars, ——— and ———. It is a tourist ——— state. It's in fact a heaven for the tourist. Some ——— million visitors come to Singapore every year which is more than it's ——— population. It is a ———. heaven

too. People who love food can taste local as well as foreign———. The people of Singapore are very well ———. They have a free health service for all and the most interesting thing that many countries would ———— is that there is almost no ———— in Singapore.

**D Read the completed passage in C. Work in pairs. Discuss how Bangladesh is different from Singapore. Use information from the boxes below... While you discuss try to use these words:** *but, although, yet, whereas, than, on the other hand, etc.*

*For Example: Bangladesh ha? a huge population of 123m, whereas Singapore has only 2.8m.*

***Singapore***

Population-2.8 million
Area-640 square kilometres
Climate-warm and humid, typically tropical with an average temperature of about 25°C. It has two seasons-the dry from January to June and wet from July to December.

***Bangladesh***

Population-123 million
Area-1,47570 square kilometres
Climate- warm and also cold. There are six seasons.

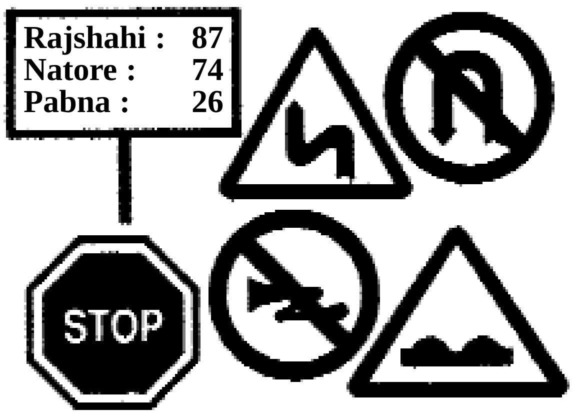
# Unit Five : On the Move
## Lesson 1
## Wheels

**Objectives :** By the end of the lesson you will have

- studied the meanings of the road signs
- read about and discussed the causes of traffic jams in Bangladesh
- described pictures about the causes of lack of road safety
- written suggestions to help solve the problems of road travelling.

---

**A Look at the following road signs. Are they familiar to you? Match them with their meanings.**




1 Telling you to stop
2 Telling not to blow horn
3 Telling you that speed breaker is ahead.
4 Showing that U-turn is prohibited.
5 Showing distance of places.
6 Showing that a twisty road is ahead.

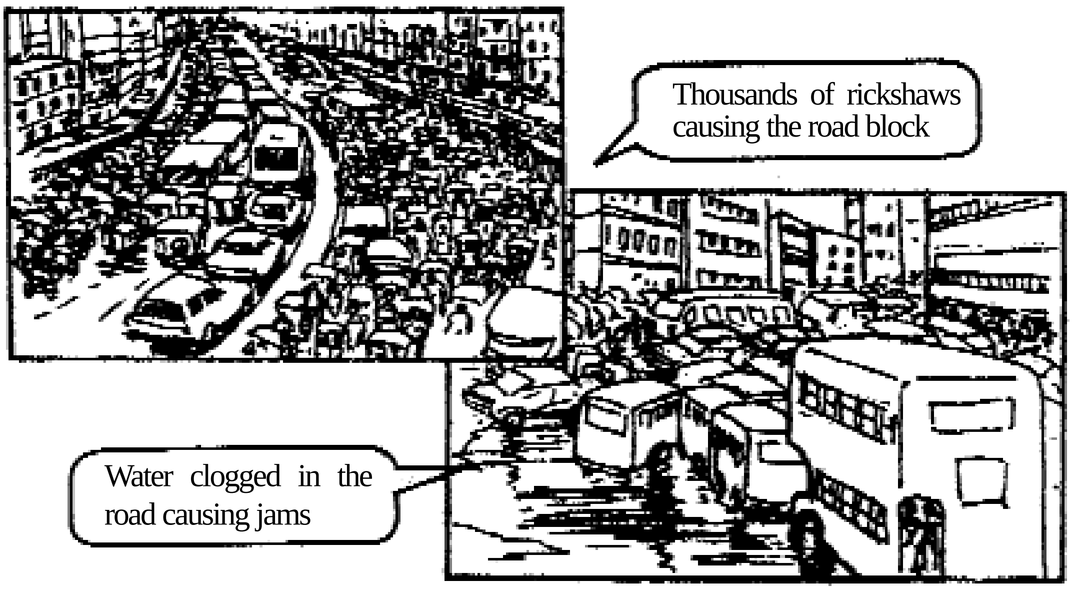
**B Read the following snippets from letters written to the editors of national dailies complaining about the conditions of roads in Bangladesh. Discuss with your partner whether they are right or not.**

1. *Vehicles are parked alongside the pavements in two and three columns. This leaves minimal space for passing traffic. This is the case even in the busiest roads of the city. Buses do not care about bus stops and board and unboard passengers at any place they like. These cause serious traffic jams.*

2 *As I was sitting at the front sit of the bus, I saw exactly what happened. A rickshaw van overloaded with goods was coming from the opposite direction. The poor puller was an old man. Also, there was another person sitting at the back of the van with whom the puller was chatting. Our bus was going at a very high speed. The bus started a bit late and the driver was eager to make up the time. As our bus reached the crossing we saw the van right in the middle of the road. The driver tried to take the bus to a side but before he could do that the puller jumped off his seat and the van hit the bus with the person sitting at the back.*

3 *Not only the big city roads but also the village roads are becoming jam-prone day by day. The jams are being caused by a lack of knowledge of traffic rules and poor driving. The drivers of the big vehicles such as buses and trucks and the smaller ones like scooters and rickshaws compete with each other on roads. They hardly bother about road signs.*

**C Look at the following pictures. Tell your partner what you see. Then, list the reasons why you think traffic jams happen.**




**D Imagine you have been given the responsibility to publish a booklet for secondary school students on raising awareness about the problems of the roads in Bangladesh. Select any three problems from the list you have made earlier. Write three paragraphs on the problems. Mention the causes and the possible ways of solving the problems. The paragraphs will be included in the booklet.**

# Lesson 2
# Inter-city

**Objectives** : By the end of the lesson you will have

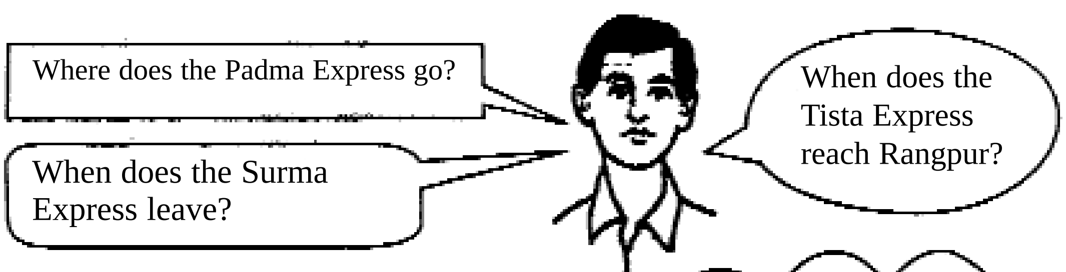
- extracted information from a table
- written a dialogue
- matched words with situations
- written an informal letter

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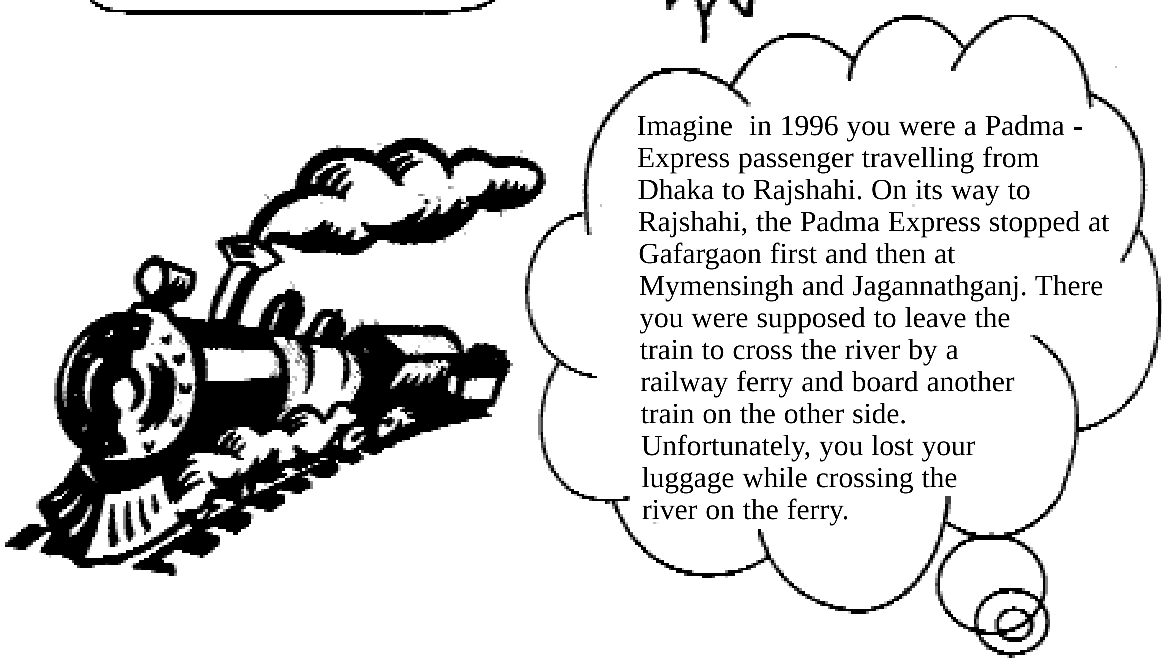
**A Look at the following table and guess what it is.**

| Name | Time of departure | Time of arrival | Destination |
|---|---|---|---|
| Padma Express | 12:30 | 20:30 | Rajshahi |
| Surma Express | 6:30 | 14:00 | Sylhet |
| Tista Express | 9:45 | 18:15 | Rangpur |

**Now, answer the following questions:**




**B**



**C Write a dialogue with the stationmaster claiming compensation for the lost luggage.**

**D Cross out the words that are not connected with train journey.**

| | | | |
|---|---|---|---|
| station | hand break | late | |
| via | conductor<br>porter | tire | |
| luggage | | | |
| | check-in | farewell | |
| compartment | booking | sit | cancellation |

**E Write a letter to your friend describing your experience of a train journey. Try to use as many words as possible from the above list.**

## Lesson 3
# On the water

**Objectives :** By the end of the lesson you will have

- listened to a radio advertisement for information
- made a list of differences between road and water journey
- read texts for specific information I
- written a letter asking for information

---

**A Listen to the radio advertisement and answer the following questions.**

- What is a package tour?
- What does the package tour include?
- Which river does the tour cover?
- Why does it say ‘throw your stresses into the river?

**B List the points saying why you think a journey by water is different from a journey by road.** *e.g. A journey by wat^r is different from a journey by road because: (1) The former takes more time than the latter to travel the same distance.......*

**C. Read the following adverts from various tour operators. They are offering different tours with different prices and dates. Now fill in the table below with information from the advertisements.**

**DARTMOUTH TO TOTNES**
**(or vice versa)**

This trip may be made either single or return and starting from Dartmouth or Totnes. Return journeys may be made on any available River Link sailing offering excellent opportunities to explore (or shop!) the two ancient towns.

The trip views:

- Britannia Royal Naval College
- Village of Dittisham
- Greenway Quay
- Sir Walter Raleigh's boat house
- The estate of the late Dame Agatha Christie
- Higher Gurrow Point
- The widest part of the entire river estuary
- Village of Stoke Gabriel
- Sharpham Vineyard
- The'quaint cottages of Duncannon
- The ancient borough of Totnes

Fares:

Return

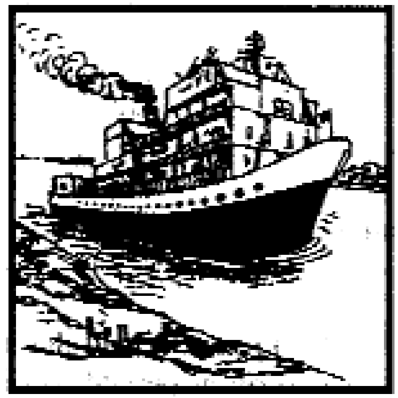
- Adult £6.20
- Senior citizen £5.70
- Child £3.70

Single

- Adult £4.70
- Senior citizen £4.20
- Child £3.00

Party discounts available. Please telephone or email for details.

Sea Tours
(Address)....



**One-and-a half hour tour on the Padma**

We will give you a tour that no one else can give. Our special boat will take you up to the widest part of the Padma. On the way, you will see the most beautiful part of Bengal beauty. You will be served with cool delights such as fresh sweets and fruits on board.

The charge is minimal and negotiable for large parties.

We also arrange parties and cater reserved services.

Bengal Tour Company
(Address) .................

| Name of the tour | Days | To and from | Price | Ship | Accommodation |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

**D Write a letter to Bengal Tour Company asking for more information, e.g. about fares, discounts, detailed schedule, etc.**

**E Write another letter to your friend informing him/her about a river journey you have recently made with some of your friends. Explain your reasons for choosing that particular journey.**

## Lesson 4
# Moving house

**Objectives :** By the end of the lesson you will have

- read newspaper advertisements for information
- written advertisements for newspapers
- selected items from a list
- told why you need a particular household thing

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**A Read the following newspaper advertisement and discuss with your partner what the advertisement is talking about.**

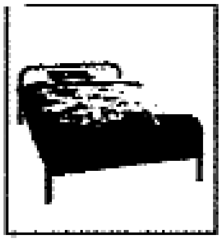
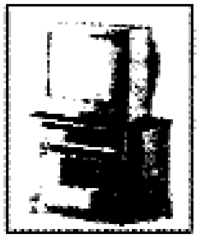
**OUR PREVIOUS ADDRESS**
**AB Bank**

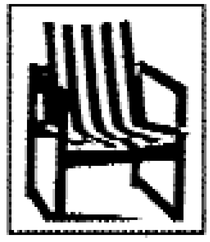
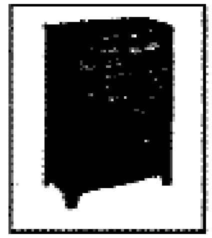
19/F Sena Kalyan Bhaban
Motijheel Com. Area, Dhaka
Tel: 9677897

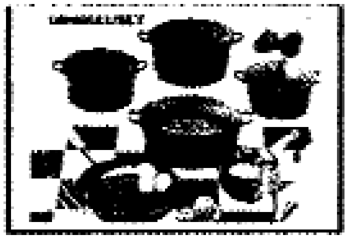
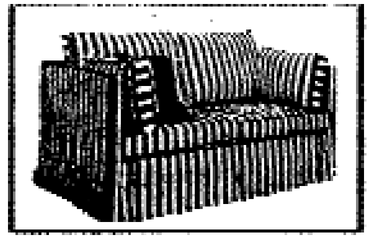
**OUR NEW ADDRESS**
**AB Bank**

ICAB Bhaban, 4th floor,
100 Kazi Nazrul Islam Avenue, Dhaka
Tel: 9556756

**B Moving house means a lot of work. There is always a lot of packing and unpacking to be done. Imagine that you have the following things in your house. Some of these will go to the new house and others you will leave behind. Tick the items you want to take with you.**

**C Now tell your partner why you need the things you are taking with you.** *For example, you can say, I need the bed because I sleep on it.*

**D The following advertisements are taken from a national daily. They are advertisements of houses for rent. Read them and discuss the questions below.**

a.

**House To-let**
Three beds, three baths, balcony facing north.
Contact: 823456

**TO-LET c.**
2000 sq. ft. 3rd floor flat with all modern facilities and 24-hour security is for rent. Advance is essential.

**<u>HOUSE FOR RENT</u>**
Duplex house with garage and separate servant quarters. 10 minutes drive from the big market. Please talk to the manager

- How many rooms are there in the house advertised in (a)?
- How many people could live there comfortably?
- Is there any advantage of having a balcony facing north?
- What is meant by all modern facilities' in advertisement (b)?
- What is a duplex house?

**E Read the information given in the table below about different houses and write advertisements for them.**

| Size in sq. ft. | Number of bed/bath rooms | Locality | Rent in Tk. | Others |
|---|---|---|---|---|
| 1200 | 3/2 | Downtown | 8000 | |
| 1500 | 3/3 | Downtown | 12000 | Garage |
| 1000 | 2/2 | Suburb | 5000 | Near to market |
| 2200 | 5/4 | Suburb | 20,000 | Garage, security |

# Lesson 5
# Have a nice flight

**Objectives :** By the end of the lesson you will have
- inferred information from an airline ticket
- matched counter sign posts with their functions
- arranged a jumbled conversation in the right order
- written a pamphlet describing the formalities one

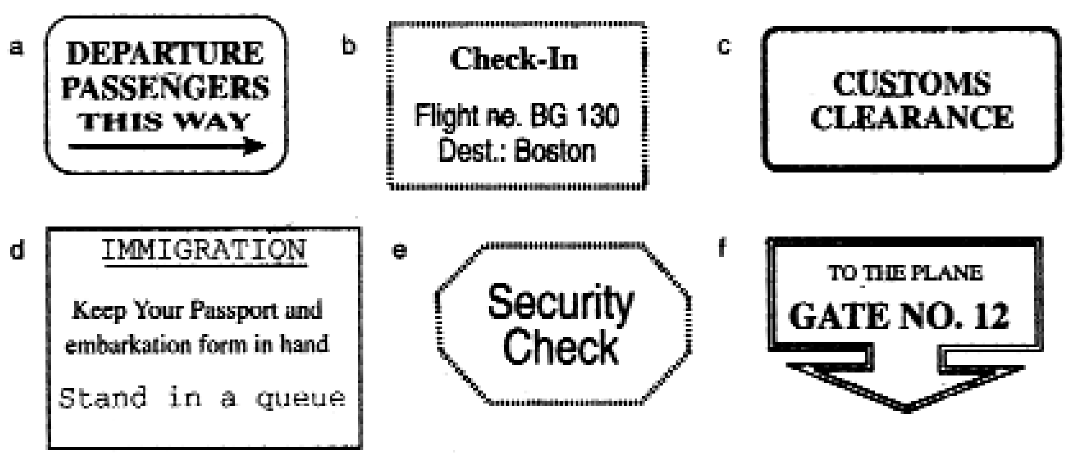
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**A Look at the information in Mr Kamal's air ticket carefully and answer the questions beside it.**

| Date | Place |
|---|---|
| 12/04/2002 | Bucharest |
| 13/04/2002 | Vienna |
| 15/04/2002 | London |
| | |

When did Mr Kamal reach Bucharest?
When did he leave Vienna?
How many places has he visited with his ticket?
How many times did he fly with this ticket?

**B The following signposts show where the passengers have to go after they enter an airport. Below are the descriptions of the formalities passengers have to go through at these counters. Read the descriptions carefully and match them with the correct signposts.**




1) —— Passengers go to this counter to get their boarding passes. Airline officials check whether that particular passenger has a booking on that particular flight and then issue a boarding pass. They also take the luggage at this counter.
2) —— In an airport, you will find signposts like this one showing passengers the way to the planes.
3) ——The next counter is the immigration counter. Passengers' passport and visas are checked here.

4) ———— The last sign passengers have to look for before boarding their plane is the right gate number. Every gate in an airport is marked. Passengers have to follow the announcement and go through the right gate to his/her flight.

5) —— At this counter passengers are checked for any objects that could hamper the security of the flight. Objects such as firearms, sharp knives, fiammables are not allowed on board.

**C Now, you know where the passengers go and why before they board a plane. The following is the conversation in jumbled form that Mr. Shafayat had at the different counters. Arrange the conversation in the right order.**




**D You now know about the formalities an outgoing passenger has to go through for boarding a plane. Now, write a pamphlet describing the formalities. You must mention the names of the counters a passenger has to report to and possible questions s/he might be asked at those counters.**

# Lesson 6
# Town Service

**Objectives :** By the end of the lesson you will have
- answered questions from information of the pictures
- matched information with the pictures
- made a check list

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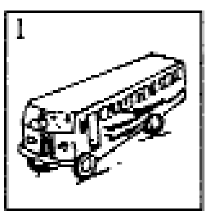
**A Look at the picture and answer the following questions.**



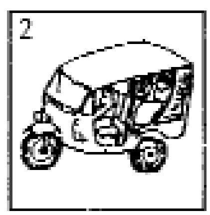
- What is the most common vehicle on the road?
- What is the largest passenger vehicle on the road?
- What is the most comfortable vehicle on the road?

**B Below are some pictures of vehicles. Match the pictures with the names.**

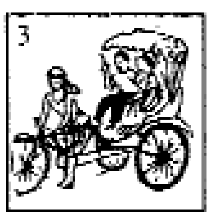
double decker bus



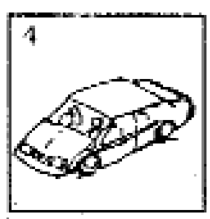

car



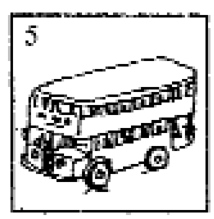

rickshaw




bus




scooter




**C Think what you would like to know about a vehicle? Make a checklist that will give a detailed description of a vehicle. You can keep space for information such as size, speed, price, etc.**

**D Imagine that you are given a choice to buy any one of those vehicles. Choose one and write a letter to your friend giving him/her reasons for your choice.**

# Unit Six : Eat Well

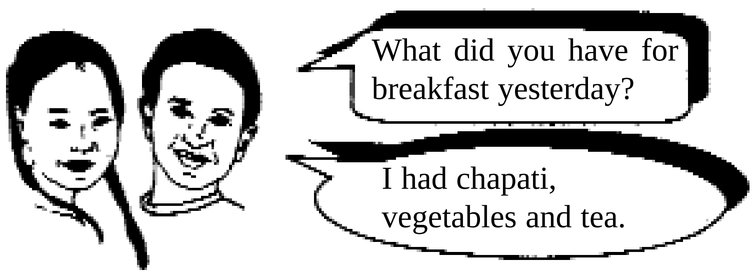
## Lesson 1

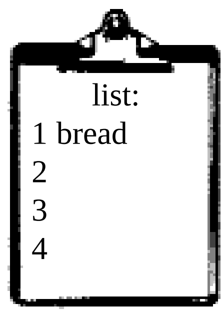
## What do I eat?

**Objectives** : By the end of the lesson you will have

- talked about breakfast and listed the items
- read labels and answered questions
- studied a calorie chart and answered questions
- written a conversation about food value

**A Ask your partner what he/she has had for breakfast this week. Then, make a list of what he/she had.**



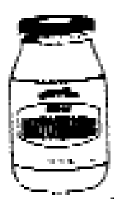

**B The following labels have information about food. They show the food value of different foods. Read them, then answer the following questions.**

| **Horlicks** | |
|---|---|
| Protein | 12.4 |
| Carbohydrate | 77.8 |
| Of which sugars | 71.8 |
| Fat | 4.3 |
| Of which saturates | 3.7 |
| Fibre | 4.3 |
| Sodium | 0.46 |
| Vitamin A | 640 |
| Vitamin D | 4.0 |
| Vitamin C | 48 |
| Vitamin | 0.8 |
| Calcium | 648 |

| **Orange Jam** | |
|---|---|
| Sigar | 68% |
| Calcium | 3.52 |
| Iron | 84 |

| **Flour** | |
|---|---|
| Carbohydrate | 98% |
| Vitamin | .02% |
| Protein | .00% |
| Minerals | .08% |

| **Milk** |
|---|
| Energy Value: 2110 kJ |
| Protein: 25g. |
| Carbohydrate: 37g. |
| Milk fat: 28g. |
| Moisture: 3g. |
| Minerals: 4.8 g. |
| Vitamins: |
| A:2100IU |
| Bl: 170 |
| B2:, 1200 |
| C:5 |



Which of the labels contains the highest minerals?

Which of the labels contains the least fat?

Which of the labels contains the least carbohydrate?

Which one contains the highest sugar?

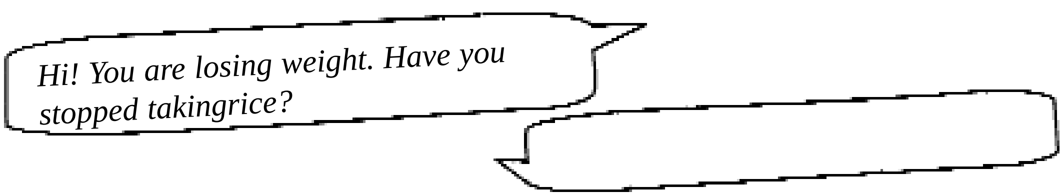
Which of the labels contains the highest vitamins?

**C Look at the chart below. It shows which food contains what food value. Read and underline any incorrect information you find in the passage which follows.**
**Food Value**

| *Food* | *Protein* | *Fat* | *Carbohydrate* | *Energy* | *Mineral* | *Vit.B* |
|---|---|---|---|---|---|---|
| Rice | 7.7 | 0 | 78.2 | 348 | 0.6 | 0.4 |
| Pulse | 17.1 | 5.3 | - | 360 | 212 | 0.45 |
| Cow's milk | 3.2 | 8.8 | - | 67 | 0.8 | |
| Mutton | 21.4 | 3.6 | - | - | 1.3 | - |

*Most Bangladeshis are fond of rice and pulses. Both food items are necessary for our health. Rice contains a high amount of protein and pulses contain a good percentage of fat. Both rice and pulses have high energy content too. Pulses have more minerals than rice. Only mutton has more protein than rice. The fat content in mutton is more than in pulses. Cow's milk is another good source of fat and energy. The mineral content in cow's milk is also* high.

**D Write a list of your favourite foods. Then write a conversation with your partner discussing the food you eat and its food value.** You can start like this,




## Lesson 2
# Let's cook

**Objectives** : By the end of the lesson you will have

- discussed items needed for making a cup of tea
- read a conversation and written instructions on how to make burgers
- read information about herbs and completed a spidergram
- written a recipe for a favourite food

---

**A Tell your partner how you make & cup of tea.**

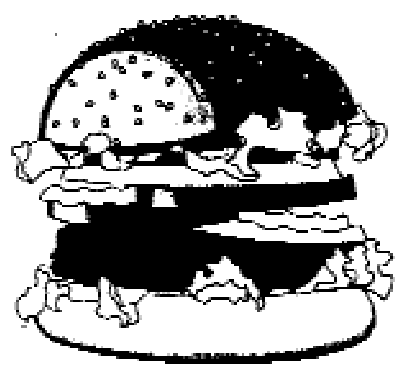


**B Read the following conversation between two friends talking about food.**

Imon : Hey, that looks good. What are you making?
Farah : A toasted sandwich.
Imon : A 'what"? How do you make it, genius?
Farah : Well, it's easy really. Just toast two slices of bread. Then take some tomatoes, lettuce and cucumber.
Imon : And then what?
Farah : Slice some cheese or meat. And stick them between your two slices! Simple, eh?
Imon : Umm, looks great. Can you make me one?
Farah : Ah... ha! Now you are talking.

**Now, look at the following ingredients for preparing a burger. Write down the instructions for making a burger.** *For example, First cut the bun into halves.*

bun, butter, burger meat, lettuce
tomatoes, sauce,cucumber
cheese, onions



**C Read the following information about herbs we often use in food. Then, fill in the circles in the spidergram with the name of the foods that are cooked with the herbs mentioned.**




**GARLIC CHIVES**

A flat, grass-like herb with a garlic and onion flavour often used in Asian food. Cooking diminishes the flavour. Add some just before serving. Garlic chives are delicious with noodles, rice, soups, and eggs.

**LEMON GRASS**

A long, thick, grass-like plant with a strong lemon flavour. An essential item in Asian cooking.

**MINT**

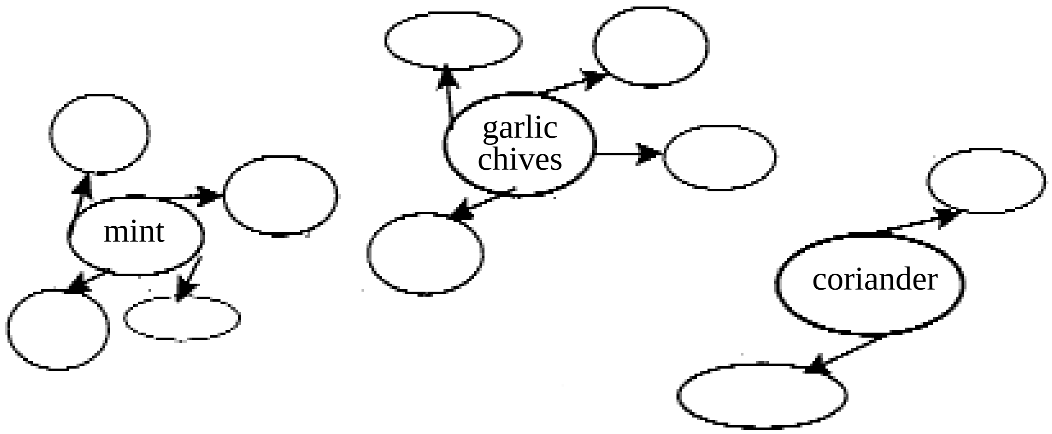
A dark-green herb with a strong, fresh flavour. There are many varieties. Mint is delicious with peas, potatoes, lamb, salads, ice creams, and drinks.

**CORIANDER**

A light-green herb, which looks like flat-leaf parsley, but with lighter green leaves. Coriander has a fresh, peppery flavour and a unique aroma. The whole plant is eaten - the roots, stems, leaves and seeds. Used in Asian cooking, it goes well with seafood, curries.

**PARSLEY**

A dark-green, curly leafed herb with a mild, crisp flavour. The chopped leaves can be used as a decoration or an item. Use parsley in salads, and egg dishes.




**D What is your favourite food? Write down the recipe for making it.**

## Lesson 3
# Food menu

**Objectives :** By the end of the lesson you will have
- asked for your preferred food items
- read a menu card with descriptions of foods
- filled in tables
- read an advertisement
- written advertisements and a letter

---

**A Imagine you are a customer in a restaurant. One of you is the waiter. Look at the menu. Talk about what you are going to have. Ask the waiter for your food. You can use the following forms.**

I'd like to...
Can I have...?
What would you like to have?
I'm sorry. There aren't any...

| **Item** | **Price in Tk.** |
|---|---|
| Plain rice | 30.00 |
| Small fish | 30.00 |
| Hilsha fish | 45.00 |
| Chicken curry | 60.00 |
| Beef curry | 50.00 |
| Mutton curry | 80.00 |
| Mixed Vegetable | 25.00 |
| Potato curry | 10.00 |
| Tea | 15.00 |

**B The following menu card shows some food items and their descriptions. Read them carefully and fill the table below.**

**Meat in Yogurt:** It's a meat curry dish prepared with yogurt, vegetables, and spices.
**Coconut Chicken:** It's a chicken curry dish made with coconut paste.
**Hilsha in Mustard:** It's made of Hilsha fish with mustered paste.
**Vegetables Fried Rice:** It's made with fine rice and mixed vegetables.
**Fried Pomfret:** It's fish fried in deep oil.

| Fried items | Curry items |
|---|---|
| | |
| | |
| | |
| | |

**C Read the following advertisement and fill in the questionnaire below.**

Pink Castle

**Welcome to our pink city!**

Our specialities are Moughlai foods such as chicken biriyani, mutton biriyani, kahchi biriyani, and kababs Come and enjoy our rich and relaxed environment, excellent service in authentic silver and fine linen. The price is fixed to suit your pocket.

| | Excellent | Good | Moderate | Bad |
|---|---|---|---|---|
| Food | | | | |
| Service | | | | |
| Price | | | | |
| Environment | | | | |
| Silver | | | | |
| Would you recommend this restaurant to your friends or relatives? | | | | |
| Any other comments | | | | |

**D Look at the following questionnaires filled in by customers for a different restaurant. Write down an advertisement for the restaurant highlighting the features.**

| | Excellent | Good | Moderate | Bad |
|---|---|---|---|---|
| Food | ✓ | | | |
| Service | | ✓ | | |
| Price | | | | ✓ |
| Environment | | ✓ | | |
| Silver | | | ✓ | |
| Would you recommend this restaurant to your friends or relatives? | | | | |
| Any other comments | | | | |

| | Excellent | Good | Moderate | Bad |
|---|---|---|---|---|
| Food | | ✓ | | |
| Service | | ✓ | | |
| Price | | | ✓ | |
| Environment | | ✓ | | |
| Silver | | ✓ | | |
| Would you recommend this restaurant to your friends or relatives ? | | | | |
| Any other comments | | | | |

**E Write a letter to your friend describing the experience of taking food in a restaurant.**

## Lesson 4

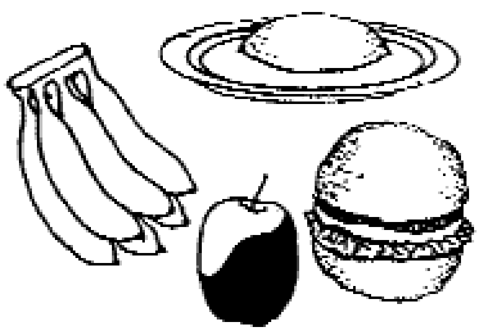
# Junk food

**Objectives** : By the end of the lesson you will have

- matched food ingredients with the pictures
- read an article about junk food and answered questions
  read the statement about junk food and written more statements using the information given
- designed a poster describing the bad feature of junk food

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**A Look at the following food items and fill in the appropriate boxes in the table.**



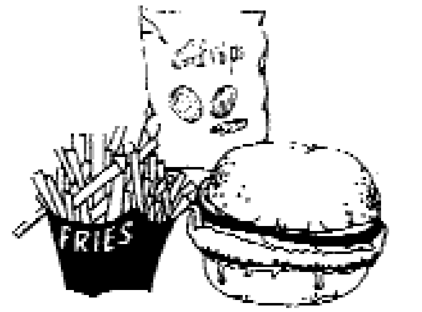
| Homemade | Expensive | Fresh | Natural |
|---|---|---|---|
| | | **Banana** | **Banana** |
| | | | |
| | | | |

**B Read the following article from a health magazine and answer the questions below.**

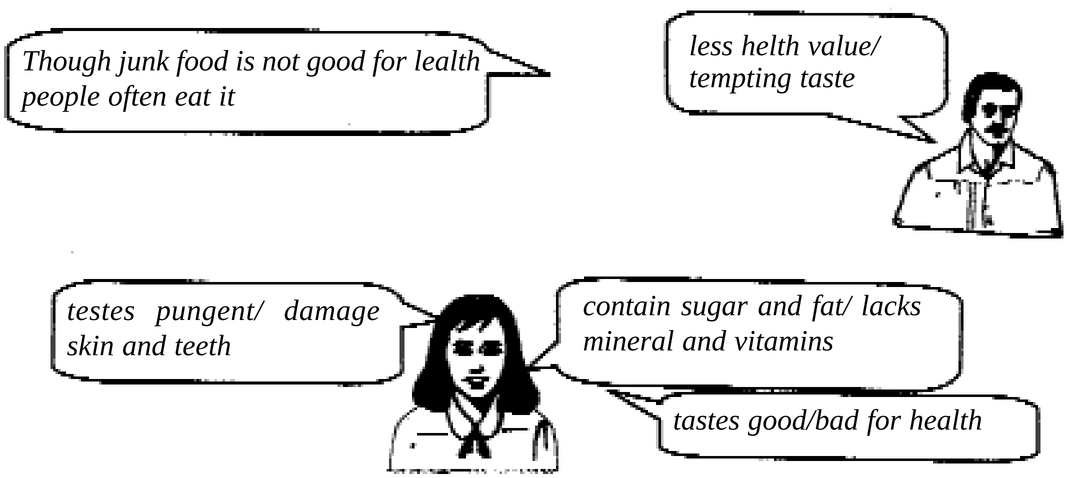
**Eating junk as food** ________________________________________

'Junk Food' is food that has been produced for its pungent taste rather than for its health value. It is great fun to eat and it can look very appealing, but it is not good for the body. It often contains added chemicals, which make it taste soothing but are unhealthy. It usually contains a lot of animal fat or sugar. Foods like chips, burgers, crisps, cakes, biscuits, are high in animal fats. Sweets and fizzy drinks like cola and lemonade are high in sugar. When we eat a large amount of fat our bodies turn them into fatty tissue, and a large amount of sugar can damage our teeth and skin. Junk food lacks the vitamins and minerals we need. Although people occasionally eat junk food, the body does best when it is given a healthy balance of nutrients from freshly garden homemade foods.

1 What is junk food?
2 What does it contain?
3 How does it harm teeth and skin?
4 What does it lack?
5 Can drinks be junk food?
6 What is homemade food?
7 What does homemade food contain?




**C Read the statements about junk food and make similar statements with the information in the other bubbles.**




**D Design a poster pointing out why one should not eat junk food.**

**JUNK FOOD**

- harms...
- damages...
- lacks...

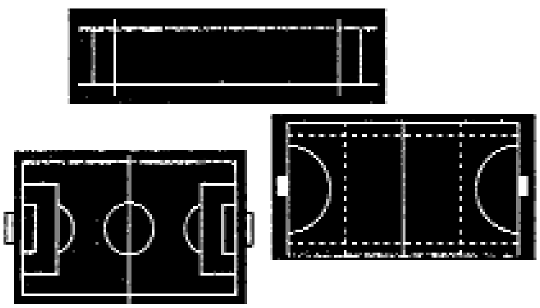
# Unit Seven : What's On?
# Lesson 1
# Football calendar

**Objectives** : By the end of the lesson you will have

- matched pictures with titles
- filled in gaps with information from a table
- discussed your favourite sports programmes
- completed a conversation
- written a letter describing events

---

**A Match the pictures of the playing fields with their names.**



Football ground
Hockey field
Cricket pitch

**B Ask the following to your partner.**

- Have you ever seen a hockey match?
- When was the last time you saw a football match?
- Which teams played it?
- Where was it?
- Which team won?

**C Look at the following schedule of a TV sports channel and fill in the gaps in the passage.**

**<u>TV GUIDE</u>**
**4th July 2000**
**Tuesday**

7:30 Fighting Time : World Boxing Championship.
8:30 Need for Speed : Motor Cycle race.
9:00 Football focus : Replay of yesterday's match.
10:30 World Snooker.
12:00 Australia vs. Zimbabwe cricket test.

1. Football focus will be telecast at __________.
2. The cricket match between Australia and Zimbabwe will be shown at ________.
3. The first programme of the schedule begins at_____.
4. World Wrestling will be aired after
5. ——— will be telecast after Football focus.
6. After the programme beginning at 1:00 is—.
7. World Snooker will be shown before—.

**D Look at ihe following football calendar and complete the conversation below it.**

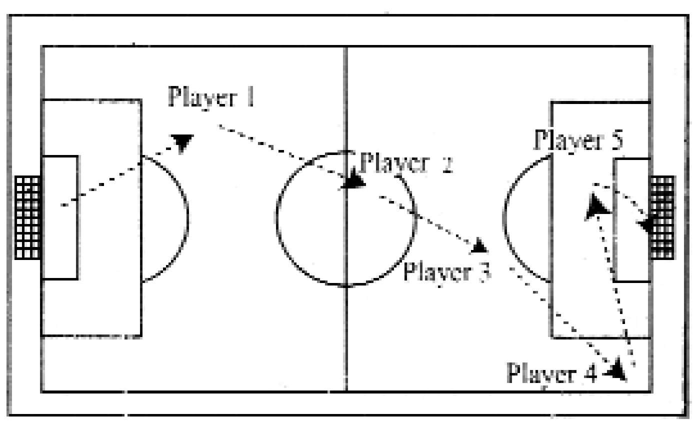
| Match | Date | Place |
|---|---|---|
| Nitol-Tata National Football League | February-March | Khulna and Dhaka |
| National Football Tournament | April- May | In all districts |
| Office Football League | Last week of May | Dhaka |
| National Team | Fourth week of July | Rajshahi |
| Metropolitan Football League | August-October | Dhaka |
| SAFF Football Tournament | Last week of October | Bhutan |
| International Football Tournament | December, 2000 to January. 2001 | Dhaka |



Hanif : Hello! Have you got your tickets for any of the Nitol-Tata National Football League?
Rafi : Not yet. When is it going to start?
Hanif : ——————
Rafi : Is it in Chittaaons again this year?
Hanif : No. it is in ——— haven"t you seen this year's football calendar?
Rafi : Well, I was somewhat busy. Is there any tournament in summer?
Hanif : Yes. there is ________ during April- May.
Rafi : It will be summer vacation during that time. Is it the only tournament in summer?
Hanif : No, we will have — in last week of Mav; the National Team is in — .
Rafi : Ooops! You must have crammed up the whole calendar.

**E The following diagram is about how a goal was made in a match. Describe the process of scoring the goal. You can start like the following.**

d




The goalkeeper passed the ball to the player number one....

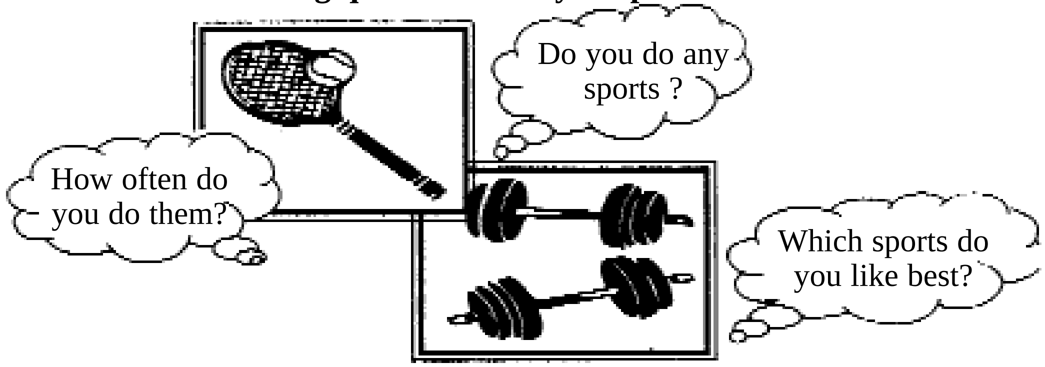
# Lesson 2
# Sports and you

**Objectives :** By the end of the lesson you will have

- discusse your partner's sports preference
- read information about different sports and filled in gaps
- written a short paragraph on sports of your choice
- written a report about your partner's favorite sport person

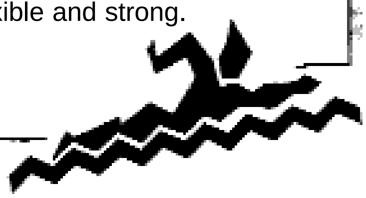
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**A Ask and answer the following questions with your partner.**




**B Read the following information abouf sports and keeping fit, then fill in the blanks in the sentences below.**

**S**wimming is an excellent way to keep fit. You need to move all the time in swimming. By swimming you can make your heart stronger and improve your blood' circulation. It makes your body very flexible and strong.



**B**adminton is now a very popular g.ame. By playing badminton you can make your body strong and flexible, but you need a lot of energy.



**F**ootball is popular all over the world. You need to move suddenly and quickly to play football. It makes your muscles strong. Without practising regularly you cannot play football well. It makes your legs and your body very strong. It also helps to make your body flexible.



**R**unning is a good way to keep fit. Running can help to make you strong. It is very good for your legs, for your heart and lungs. It also helps to make your body flexible.



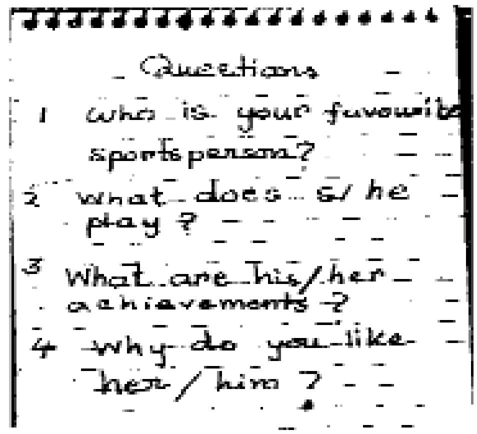


1. Swimming makes you very _______.
2. Sports are good for you ________.
3. Football is a _________ game.
4. Without moving your —— you —— do aerobic sports.
5. By _____ regularly you can make your legs strong.
6. Swimming improves your ________.
7. —— and ———— are aerobic exercises.
8. You need to move —— and —— to play football.
9. By playing football you can make your —— strong.
10. You cannot play badminton without having——.

**C Read the above information again. Write a paragraph on your favourite sport. The following cues may help you.**



**D. Ask your partner about his/her favourite sportsperson. Then, write a report collecting information based on the following questions.**




# Lesson 3
# Power of the media

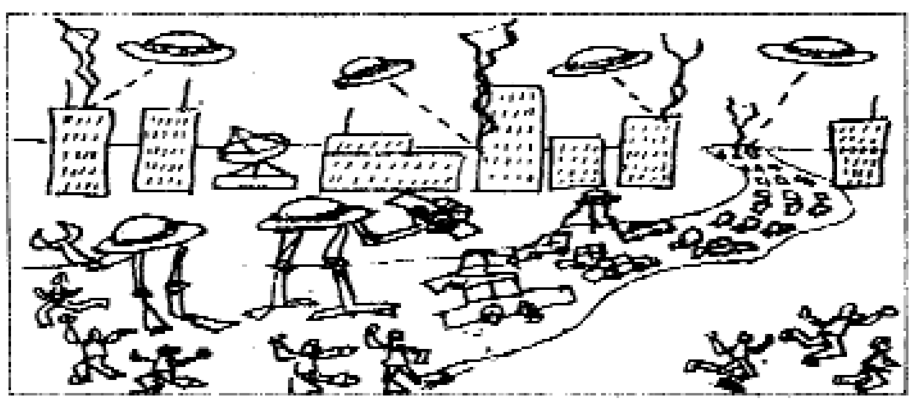
**Objectives** : By the end of the lesson you will have

- looked at a picture
- asked and answered questions
- listened to a passage
- written an essay

---

**A Look at the picture. Ask and answer the questions that follow.**

- What.do you see in the picture?
- Why do you think people are fleeing the city?



**B Work in pairs. Ask and answer the following questions. Discuss your opinion with a partner.**

- Do you have a radio?
- Do you listen to the radio? Is it for pleasure, for information, or simply to pass the time?
- What sorts of programmes do the radio stations broadcast?
- What is your favourite radio programme?

**C The following passage tells us how radio influences people. Read the passage and discuss the answers to the questions that follow.**

It was the eve of World War 11, October 1938. Mrs Smith sat on her favourite rocking chair and closed her eyes. It was a long tiring day. She looked out of the window; it was dark - quite dark. The tension of the war hung in the air. Mrs Smith was restless. Her husband William Smith and son William Smith Junior were off to the border. She switched on the radio and a deep male voice floated in. It was an invasion alarm! What actually happened on that night was Orsor. Welles and his Mercury Theatre presented a radio adaptation of H.G. Well's novel " War of the Worlds' on the air. Wells meant the programme to be a Halloween joke. But the beginning of the programme was missed by many listeners. They mistook it for news coverage of an actual invasion of the USA. Panic spread from one end of the country to the other. It drove many people into frenzy. They fled by car from the invaded area. A number of people died as a result of accidents or by suicide. People had believed the invasion because they heard it on the radio at a time of fear and also because the invasion was put across as & current news programme.

1. What does 'tension in the air' mean?
2. Why do you think there was tension in the air?
3. Why do you think William Smith and his son had gone to the border?
4. What was broadcast in the radio?
5. What did people do after listening to the radio?
6. Why did the broadcast have such an impact on people?
7. What was the mistake?
8. What was the result of the mistake?

**D Listen to the importance of radio in our lives. Write 'T' or 'F' against true or false statements. If false give the correct information.**

1. The radio has been entertaining people from mid 20's.
2. It broadcasts only news and educational programmes.
3. Television has become the only medium of entertainment in the developing countries.
4. In Bangladesh very few people listen to the radio.
5. In rural Bangladesh radio has become a kind of companion medium.
6. The villagers feel proud if they could buy a radio or a transistor.

**E Write a short essay of about 200 words on the importance of radio in our lives. Use the clues given in the box.**

| |
|---|
| *as a means of entertainment as a means of communication different types of programmes news weather forecast educational programme sports commentary impact on the rural Bangladesh vourja vourite programme* |

# Lesson 4
# The mini screen

**Objectives** : By the end of the lesson you will have
- read TV programmes
- rearranged a TV programme
- discussed an answered questions
- made a poster

---

**A Look at the pictures. Ask and answer the questions that follow.**





- Do you watch television?
- Which programmes do you like most?
- What programmes do you think are being telecast in picture 1 and 2?

**B Every day local newspapers publish details of the television programmes to be broadcast. Read through the programme details. Work in pairs and answer the questions that follow.**

**Thursday 24 February**
**BTV**
PM
03:00 Opening announcement. recitation from the Holy Quran, and programme run down
03:20 Open University
04:00 The News
04:05 Cartoon: Barney and Friends
04:30 Documentary Programme
06:00 The News
06:30 Programme from the Chittagong TV Centre
07:00 Jihon O Jihika
07:05 National Geographic
07:25 -Saiulha MaJoli
08:00 Prime Time News in Bangla
08:20 Drama Serial
08:50 Magazine Programme
09:30 Janatar Ada/at
J 0:00 News at Ten
10:20 Cli it raja got
10:50 Drama Series: Ligltl Winds
11:30 The News
11:45 Tomorrow';- programmo and close down

**Friday 3**
**March BTV**
Morning Transmission
AM
09:00 Opening announcement. Recitation from the Holy Quran and programme outline
09: !0 News in Bansla
09:15 Alor Disharf
09:35 Martial Art
! 0:00 The News
10:05 Animation Film
10:30 Film Show
11:00 Stage Drama
PM
12:30 Close down
Evening Transmission
03:00 Opening announcement. Recitation from the Holy Quran and programme outline
03:10 Reading from the Holy Tripitak
03:15 Patriotic Songs
03:20 Bangla feature Film
04:00 News in Bangla
05:30 Klwla Janula
06:00 News in Bangla
06:30 Programme from Chittagong TV centre
07:00 Weather Forecast
07:05 Malancha
07:25 Drama Serial
08:00 Prime Time News in Bangla
08:20 Drama: Shobuj Chlwa
08:50 Film Siow: Tim New Adventure of Sindahcul
10:00 News at Ten
10:30 Docurnentary P-csramme
11:00Film: The "X" Files
11:30 The News
11:45 Tomorrow's programme outline and close down

1. Why do you think BTV has morning transmission on Fridays?
2. What programme would you recommend to a friend who is very interested in wild life?
3. What programme would you watch if you wanted to find out about different countries, and their cultures?
4. Which programme do you think would a viewer who enjoyed ‘mysteries choose?
5. Who is likely to watch television on Friday mornings?
6. Who would be interested to watch Weather Forecast? Why?’
7. Do you think that the TV programmes cover all age groups?
8. Read the programme details and say which programme/programmes do you think would interest children?
9. Do you think there are enough programmes for children?

**C Work in groups. If you could reorganise the television programmes for Thursday and Friday, what changes would you make?**

**Rearrange the schedule and make suggestions for a really interesting -and well-balanced evening of television. You may include programmes other than those given. Write down the rearranged programme that you have made.**

**D Group work. Now make a poster rearranging the schedule. You have to present your poster to the class. Be prepared to support your arrangement. Make the poster as colourful as possible.**

## Lesson 5
# Let’s do it!

**Objectives** : By the end of the lesson you will have

- looked at some advertisements and matched them with the captions
- answered questions
- made a two minutes’ television advertisement

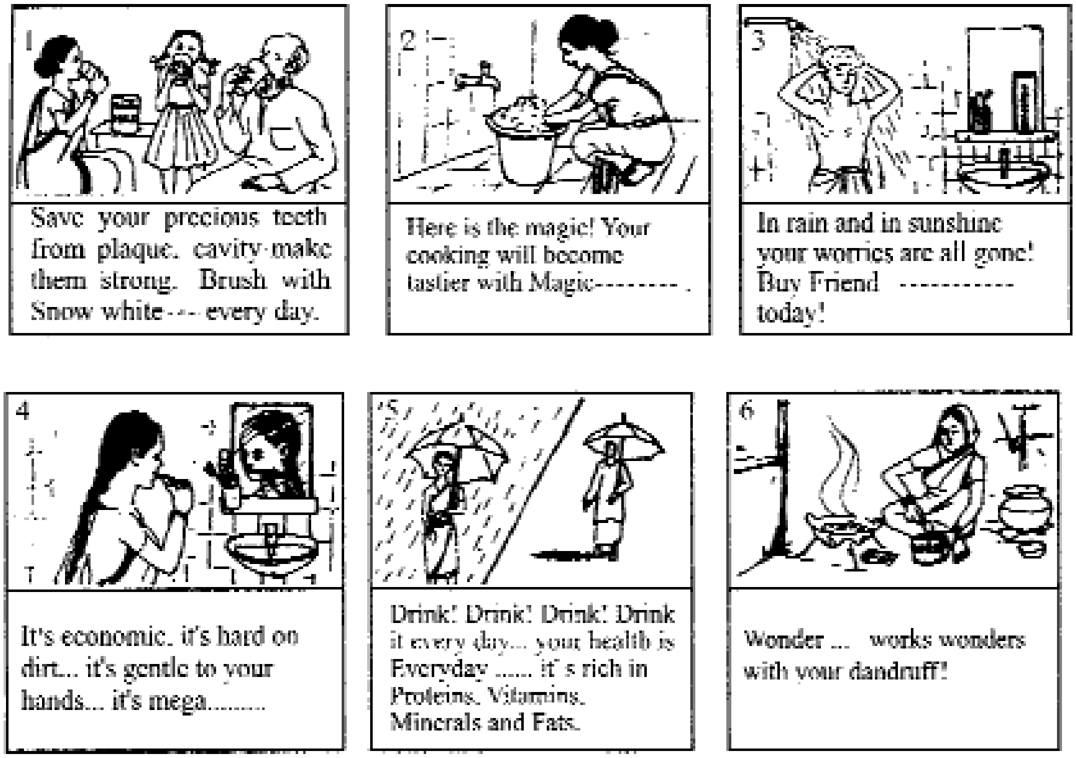
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**A Work in pairs. Ask and answer the following questions.**

- Do you have a radio or a television in your house?
- What role does a radio or a television play in your life? Why?

**B Work in pairs. Look at the pictures. Read the incomplete captions and t hen complete them. The captions do not go with pictures. Match the pictures with the captions and then answer the questions that follow.**

*Milk. Umbrella. Tooth Paste. Oil. Shampoo. Star Powder*




1. What are the pictures for? :
2. Why do you think advertisements are necessary?
3. Who are the target groups in these pictures?
4. How do advertisements influence people?
5. Name the different types of media where you hear. see. read advertisements.

**C Work in groups. Imagine you are an advertising agency. Choose any one of the products from B and make a two- minute television advertisement about it. Present your advertisement to your class by acting it out. One is done for you.**

Patient : Oh! My tooth is killing me! I haven't eaten anything for two days.. .O.. .O...
Dentist : Oh. dear. Let's have a look. Do you brush your teeth everyday?
Patient : Yes I do. Twice a day. But still I have this ache!
Dentist : What toothpaste do you use?
Patient : Sparkling toothpaste.
Dentist : Well not all toothpaste's fight plaque...or tooth decay. Try Diamond Toothpaste and see what happens. Now open wide....

# Lesson 6
# Today's news

**Objectives** : By the end of the lesson you will have
- read news stories
- discussed answers to questions
- discussed and selected news for your school newsletter
- made a poster and presented it

**A Ask and answer the following questions.**
- What are the different sources that provide us with news?
- Which media do you think has most effective way of presenting news?
- Which media is most popular in presenting news?
- Why do you think people read newspapers?

**B Read the following news stories. Choose a suitable headline given in the box below for each of the stories. Then write beside the headline whether the news story is (Local) or (International). One is done for you.**

**US helicopters, bullet-proof limousines for Clinton's use (Local)**

1. As details of US President Bill Clinton's forthcoming daylong trip to Bangladesh are being worked out, it is learnt that four or five helicopters, including a US Secret Service chopper, will be brought to Dhaka for possible use of the President and for security cover, if considered necessary. The Independent 3 March 2000.

2. GENEVA, Mar 3: Societe Generale de Surveillance Holding SA said it is still negotiating with the government in the Philippines over extending a pre-shipment contract, which is to expire at end-March, according to a Spokesman, reports AFX The Independent, 4 March 2000.

3. environmentalists and experts are highlighting the need for protecting the forests, the greeneries and hills of Chittagong Hill Tracts (CHT) by holding seminars and meetings at grassroot level, indiscriminate cutting of hills and felling of valuable trees and bamboo, ironically, go on unabated. To make things worse. "Jhoom" cultivation that is going on at a more frequent pace than it used to be in the past is posing a serious threat to the environment. Deforestation on a massive scale is contributing to a rapid environmental degradation in the CHT. which may lead to a serious ecological imbalance unless the authorities take preventive measures on a priority basis. The Independent, 8 March 2000.

4. About 25 million litres of drinking water supplied from the Chandnighat water works daily is heavily polluted with toxic heavy metals and chemical compounds because the water at the intake point at the Buriganga is extremely polluted. Water Supply Authority (WASA) to ponder as to whether its water will remain drinkable by the time the Saidabad Water Treatment Plant goes into operation next year. The 225-litre per-day-capacity water treatment plant that is being installed at a cost of Taka 750 crore will draw water from the Sitalakhya. The World Bank, the governments of France and Japan are supporting the construction of the project. The Independent, 4 March 2000.

5. Flight operations at Zia International Airport (ZIA) were suspended for 12 hours yesterday after a Malaysia Airlines aircraft bound for Kuala Lumpur has failed to take- off and blocked the runway after its wheels got jammed at 1:30 am. The Malaysian DC-10 airliner had to be abruptly stopped on the runway due to technical problem, Civil Aviation Authority sources told The Independent. The Independent, 15 March 2000.

6. Eight people were killed and 40 others injured in a road accident.
According to eyewitnesses, the accident took place when a Mongla-bound minibus from Khulna and ,a Khulna bound minibus from Monglu collided and skidded off into a roadside ditch that was recently dug near Khajura on Khulna-Mongla highway.
The Daily Star, February 8, 2000

7. The TUBERCULOSIS or TB is a disease that kills 60, 000 people every year or one person every ten minutes in Bangladesh according to the United Nations Children Fund (UNICEF) which says the country is the worst victim of the disease in Southeast Asia, reports BSS.
The Daily Star, March 25, 2000

8. WASHINGTON, Dec 9: Saudi Arabia, a key architect of the OPEC production cuts that have boosted world crude oil prices to the highest level nearly a decade, said yesterday it saw no need to adjust output until March, reports Reuters.
Crude prices have risen in recent weeks amid signs that world supplies are being depleted faster than expected and worry about Iraq's halt in oil exports to pressure the United Nations to loosen sanctions.
But Saudi oil minister Ali al- Naimi, in Washington for a two-day visit, said the Organisation of Petroleum Exporting Countries was in no hurry to re-consider its output cuts. The Daily Star, December 10, 1999.

9. Giving world recognition to the Bangali's sacrifice of blood for mother tongue, UNESCO proposed February 21 as International Mother Language Day, reports agencies. The Independent, Internet Edition November 18, 1999.

10. Gazipur, March 24: Tongi police arrested an extortionist along with'a foreign-made revolver yesterday when he was collecting toll from a person, reports UNB.
The Independent.

11. A rare species of flower bloomed on the compound of a house at Gopibagh in the city. The flower is known as Bird of Paradise.
According to botanists, this flower has three varieties. The most beautiful one blooms at the top of the dwarf variety of plants. Each plant of this variety yeilds a bunch of flowers which hangs from the plant for a long time and continuous to spread its red petals having golden borders. The flowers which bloomed at Gopibagh, belongs to this variety. The Independent, 29 March 2000

**Headlines**

a. Can Saidabad plant ensure safe water?
b. 8 killed, 40 hurt as buses collide in Khulna
e. US helicopters, bullet-proof limousines for Clinton's use
d. S Arabia says OPEC in no rush to adjust output
e. Extortionist arrested
f. SGS to negotiate with Manila on pre-shipment deal
g. February 21 now World Mother Language Day
h. Bangladesh worst victim of TB in Southeast Asia
i. Bird Of Paradise in Dhaka
j. Flight operations at ZIA suspended for 12hrs
k. Vanishing verdure and hills of CHT

**C Read the news stories again. Work in pairs and discuss the answers to the questions.**

1. Which news items are concerned with environmental pollution?
2. Which items are concerned with the natural world?
3. Which items are concerned with offences of some kind?
4. Which items are concerned with (i) peril and (ii) pleasures of travel?
5. Which, in your opinion, is the most important news item? Why?
6. Do you like any of these stories? Why? Why not?

**D Imagine you are to bring out a newsletter at your school. Work in groups. Decide what news you would select to put in the newsletter, what news should be on the front page and what the headlines should be. Present your selection to the class in a poster. Be prepared to defend your choices.**

## Lesson 7
# Headlines

**Objectives** : By the end of the lesson you will have

- asked and answered some questions about newspaper headlines and news
- read some newspaper extracts
- written headlines to news extracts
- developed news from headlines
- written a news story from cues

**A Ask and answer the following questions.**

- Have you read a newspaper today? If so which?
- What was the headline in the newspapers you have read?
- Which news has interested you most? Why?

**B Read the news extracts below. Give a suitable headline for each news story.**

1. Bangladesh Biman receiving clearance from the Ministries of Law, Finance and Civil Aviation is now ready to seal a deal with the New York-based Citi Bank to have it as a consultant on privatisation of the national carrier.
   Under the privatisation programme Biman would retain 51 percent of the share and its employees would be given nine percent. The rest would be offloaded.
   The bank would help find a strategic partner and funding, said a Biman official.
   The Daily Star, 27 February 2000

2. Kingston, Jamaica, March 28:
   Veteran West Indies fast bowler Courtney Walsh broke the world record for the number of Test wickets here on Monday, report Reuters.
   Walsh, 37, beat the previous best of 434 set by Kapil Dev of India during the Second Test against Zimbabwe.
   He went into the match needing five victims to reach 435. Walsh took two wickets in the first innings and his three in the second innings made him the world's most successful bowler. The Daily Star, 29 March, 2000

3. A memorial to the intellectuals who died just days before the end of the Liberation War was unveiled yesterday as Bangladesh paid tribute to their supreme sacrifice.
   All roads led to the Martyred Intellectual Memorial at Mirpur and the new mausoleum on the site of the Rayerbazar mass grave.
   People in their thousands carrying flowers queued for hours to pay their respects to the martyrs.
   The Daily Star, 15 February, 2000

4. London, March 14: The Oxford English Dictionary went on-line Tuesday, bringing nearly 640,000 words and phrases and 2.4 million quotations to paying customers in cyberspace, reports AP.
   The online service aiming at companies and institutions will pay more than 1,000 pounds (1,600 dollars) for yearly subscriptions to use the second edition of the OED online.
   The second edition is also currently available in a 20-volume print edition and as a CD-ROM.
   The online version featuring an easy-to-use search will be updated quarterly with at least 1,000 new and revised entries, the company said.

**C Work in pairs. Read the headlines below in box 1. Discuss what news might fall under the given headlines. Write the news for each headline. The cues in box 2 will help you in writing the news.**

Box 1

- **Record number of foreign pilgrims perform Hajj**
- **S.S.C exam begins today**
- **Sweet water fish disappearing**

Box 2

—indiscriminate use of chemical fertilizers—catching of fry —dumping of chemical wastes in the rivers

—more than two million people performed Hajj- from 100 countries- the number of pilgrims coming from other countries is 1, 276, 555. - It's a record in the history of Hajj

— total number of students appearing 9,34,704-2,62,495 from Dhaka Board-1, 66,970 from Jessore Board, 74,669 from Chittagong Board-2, 72,732 from Comilla board.

**D Read the following clues of a news item. Now write the news story and give a suitable headline to it.**

Madaripur, Feb 4: According to AED sources wheat and mustared—current Rabi season—reports BSS—District Agriculture Extension Department (AED) sources—favourable climatic condition—lands extending target— brought cultivation—two crops—according to AED—6,764 and 15,400 hectres—if favourable climatic condition—production—wheat—reach 15,118—mustared 13,860 tons. The daily star, February 5, 2000

# Lesson 8
# Eid Mubarok

**Objectives** : By the end of the lesson you will have
- written a dialogue
- read a newspaper article on Eid
- supplied correct information about Eid from an article
- read interviews about Eid

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**A Look at the following picture and discuss with your partner what you think people are savine.** You can start like this:




**B Read the following newspaper article on the significance of Eid, then answer the questions below.**

EID-UL-FITR, the biggest religious festival of the Muslims has come again marking the end of the holy month of Ramadan. The month of self-analysis, and self-restraint, gives the Muslims opportunity to reshape their life in accordance with the teachings of Islam. As an essential element of Islam, the month-long fasting prohibits all wrong, inhuman and harmful acts. Falsehood, wrongdoing. creating indiscipline, and anarchy in society and all kinds of deception are sins in the eye of Islam. And the glorious month of Ramadan comes to us as the month of self-judgement and purification.

Eid is also a communion of souls. It is the occasion for thanksgiving to the Almighty Creator. Eid is certainly an occasion for joy by pious Muslims who followed the commandments of Allah during Holy Ramadan.

Eid in fact awakens in us the spirit that stimulates us in giving a concrete shape to our worldly and spiritual life.

The common scene on Eid day is exchanging greeting after prayers, visiting family members, friends and neighbours. Thus Muslims resume their normal life after Ramadan. They become enriched and better prepared to work according to the dictates of Islam.

On this occasion, we should pledge to establish an exploitation-free society on the basis of religious values, and that is how we should observe Eid-ul- fitr.

**C The following statements are either true or false. Correct the false ones.**

- Eid is a day of self-analysis and self-restraint.
- The month of Ramadan is important because it is followed by Eid.
- Prayer is the main event on an Eid day.
- Islam teaches not to be involved in acts of sin in the month of Ramadan only.
- Holy Ramadan comes to the Muslims as a month of self-judgement.
- Eid is more joyous to the pious Muslims who fast throughout Ramadan.
- Eid is important only for spiritual life.
- Muslims take rest on Eid after the month-long fasting.

**D Fill in the following table with information from the text on Eid.** *One is done for* you.

| What Islam says we should do | What Islam says we should not do |
|---|---|
| *Pray to the Almighty* | *he envolved in acts of violence* |
| | |
| | |
| | |
| | |
| | |

**E The following texts are from interviews about how different people celebrate Eid. Read these carefully and choose one that you think is the best way to celebrate Eid. Discuss with your friends why you think so.**

I would like to spend Eid with my family.

This is the only time when I go on a tour. Otherwise I am busy all through the year.

I haven't bought anything for myself this time. Last year I bought three pairs of shoes. What is Eid without new shoes?

I go to my village home every Eid. I spend the day with my family and friends there.

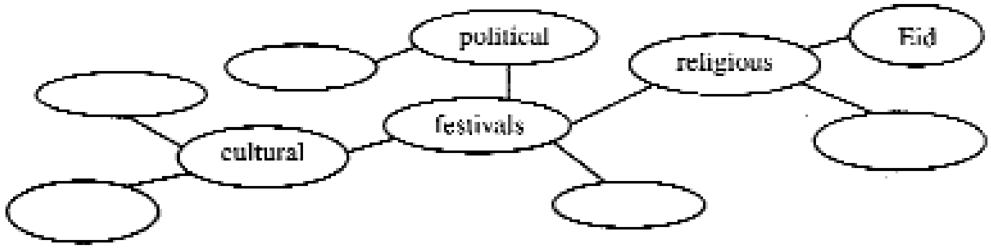
Eid is a day of joy and celebration to me. I enjoy the day visiting friends and neighbours.

## Lesson 9
# Merry Christmas

**Objectives** : By the end of the lesson you will have

- made a spidergram
- inferred information about Christmas from a letter
- made sentences with information from pictures
- compared Christmas with a major festival of Bangladesh

**A Fill in the following spider diagram**




**B Christmas is the most important festival for the Christians. There are many Christmas traditions. Read the letter carefully and answer the following questions.**

Plymouth
24.12.2000

Dear Julia,

How are you? It's Christmas Eve and as usual the house is full of people and noise. I have got the vegetables and the Christmas pudding ready for tomorrow's dinner. Your dad is in the kitchen now. He's preparing the turkey, so there won't be much to do tomorrow morning. I am going to church in the morning. Of course before that we will open all our presents. We also like to sing Christmas carols.

Ken and Sarah are coming this evening with their children. Dan and Jenny are very excited. Dan says he wants a big lorry from Father Christmas and Jenny wants a doll. They sat at the window waiting to see the reindeer and the sleigh. I told them that Father Christmas would not come till they were asleep. Jenny was very worried yesterday afternoon, because we have not got a chimney. She wanted to know how Santa Claus would get down. They are in bed now, but I'm sure they will be awake early in the morning. Some of the toys are big nowadays. I can remember when I was a girl; we used to hang up a stocking for our presents. A stocking certainly would not be big enough for today's toys. Yet, kids still talk about hanging up their stockings. Funny, isn't it?

We have a beautiful Christmas tree. It looks lovely with lights on it and the presents underneath it.

Sarah has made a beautiful Christmas cake for tomorrow. We all hope that you are well. We miss you very much and we wish you a very happy Christmas.

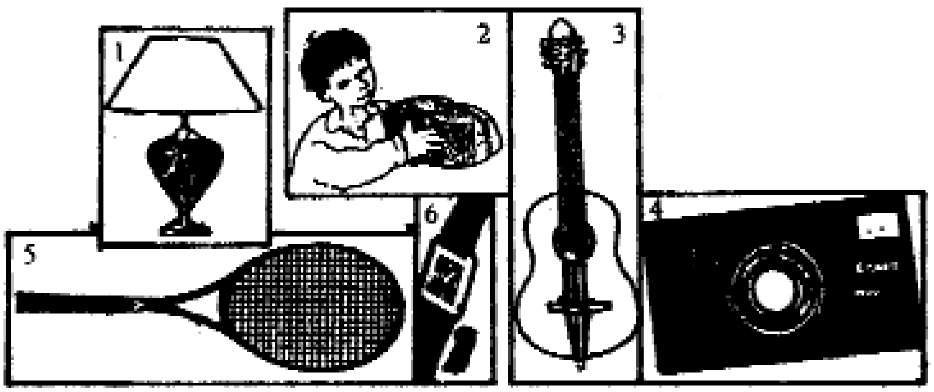
All our love.

Mum and Dad



1. When do people usually open their presents?
2. Who brings the presents?
3. When does he bring them?
4. What kinds of things do people eat at Christmas?
5. What are the traditional Christmas songs called?

**C Giving presents to others is part of Christmas. Write down who is buying what for whom this Christmas. Use the clues given in the box.** For example, *Pat is buying a camera for Tony this evening.*




| |
|---|
| a camera, Pat for Tony, this evening<br>a guitar, Rod for Katy, tomorrow<br>a watch, Sarah for Rod, day after tomorrow<br>a tennis bat, Tony for Pat, on the Christmas evening<br>a table lamp, Katy for Sarah, any time before Christmas evening |

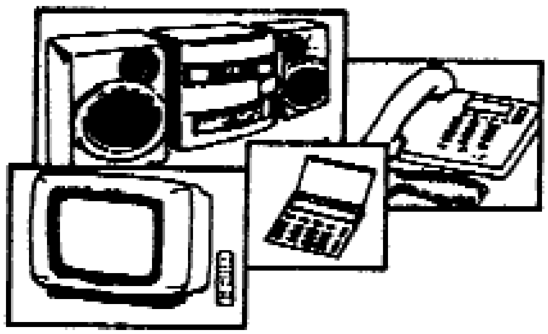
**D Imagine before Eld or Durga Puja or any other religious festival you are going to see your uncle, aunt and cousin who live in a village home far away from the city Where y5bu live. Make a list of gifts you want to give them. Write when and where you are going to buy these things, and when and how you are going to see them in the village.**

# Unit Eight: Opening the Windows
## Lesson 1
## Thinking machines

**Objectives:** By the end of the lesson you will have
- matched pictures with statements
- read a letter and labelled pictures
- made a list of things computers can do
- made a list of things computers can not do
- written a description of computer

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**A Match the pictures with the statements below.**

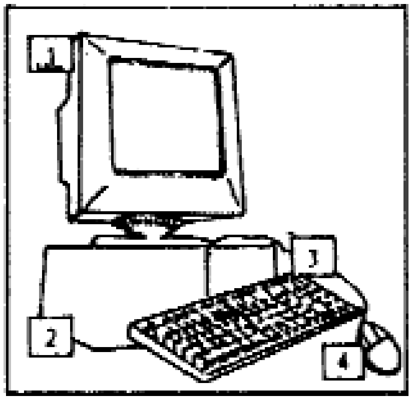


1. It can make sounds louder than we can.
2. It shows what is happening in the other parts of the world.
3. It can work with numbers faster than we can.
4. We can talk to far away persons with it.

**B Read the letter and label the picture of the computer below.**

Rajshahi
Dear Anwar, 23 June
2002

How are you? You said your school is going to start computer classes very soon. As you are very interested in learning more about computers, I am going to tell you some basic things regarding a computer.
Central Processing Unit, known as CPU in short, Monitor and the keyboard are the main parts of the computer. CPU looks like a box. It has a motherboard, the chip, the cards and the RAMs in it. Monitor working like a TV screen shows you whatever you ask the computer to do. I forgot to tell you what the keyboard is. It's just like a typewriter.
There is a mouse in the computer. Are you surprised? Why and how the mouse comes into the computer. Don't worry, this mouse is not the real mouse, but a trigonometrical shaped thing that sits by the keyboard. Actually, it is called the mouse because of its shape. You can do different things by clicking on the icons with the mouse.
I hope your computer classes will be a great fun for you.
Yours
Aziz




1

2

3

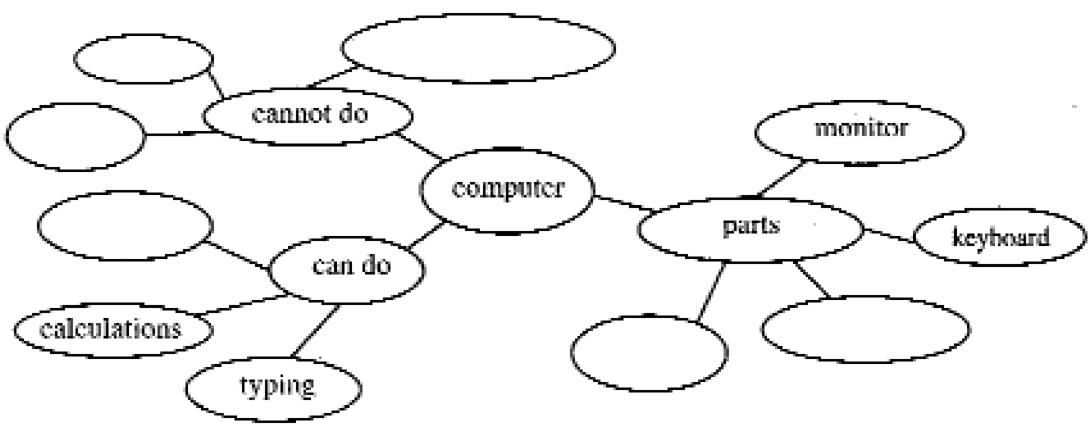
4

**C** **Read the letter again. Then, make a list of the work the computer can and can not do for us. You can take help from the clues beside and add from your own.**

*1. Computers can do fast calculations but can not wash clothes.*

*2. Computers can do word processing but can not write themselves.*

**D** **Fill in the gaps in the following spidergram.**




**E** **Write an advertisement of a computer for publishing in your school magazine.**

# Lesson 2
# Update

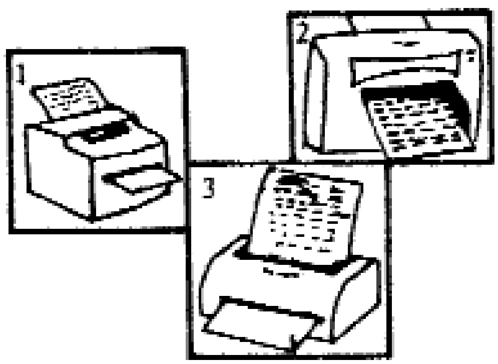
**Objectives :** By the end of the lesson you will have

- discussed the history of computers
- read advertisements
- filled in a table with information from advertisements
- discussed different types of computer printers
- read a conversation and identified incorrect information
- written a letter asking for advice

---

**A Discuss with your partner what you know about computers.**

**B Read the following advertisements for computer printers and tick the boxes in the checklist below.**




The Epson Stylus color 440 is far superior to any other printer in its class. It lets you create stunning posters, reports, and more while giving you real photo quality at 720 dpi (dot per inch) and unmatched economy with amazingly low running costs.

Cannon BJC 780 gives you the highest resolution at 990 dpi. Isn't it worth buying it, though with a little more money? Isn't it worth having it, though for a little more money? It will last long with reliability and it's guarantee period is the longest for this kind of product in the market.

HP Dot Matrix printer with its proven record of accomplishment and customer satisfaction records still is the best printer in the market. The low cost and easy availability make it popular. It's easy-to-handle technology and long durability makes it the best.

| Criteria | EPSON | CANNON | HP |
|---|---|---|---|
| **Low price** | | | |
| **High dpi** | | | |
| **Low running cost** | | | |
| **Easy availability** | | | |
| **Guarantee** | | | |
| **Colour outputs** | | | |

**C Look at the completed checklist and discuss with your partner which one you would like to buy and why. Use / like/prefer... because ... Or the reason why I like/prefer.. e.g.**

a : I like Epson because its running costs are very low.
b : Ok, but what about...........................................
c : The reason why I don't prefer ............... is ............... (etc)

**D Read the following conversation between Nazifa and his friend Masum about the above brands of pi inters. There is some incorrect information in the conversation. Find it out and supply the correct information.**

***Nazifa :*** *Hey, guess what! I am going to buy a new printer today.*
***Masum :*** *Great! What type? Did you check out the prices?*
***Nazifa :*** *No! That's Father's department. I checked out the brands.*
***Masum :*** *Right. Have you picked one? There are so many new products in the stores these days.*
***Nazifa :*** *Well, not really, yet. You know me. I am checking the things out first. Then I will take the decision.*
***Masum :*** *Good thinking. Which ones do you have in your mind? I hear that the HP is ' not easily available nowadays.*
***Nazifa :*** *No idea about HP. Cannon is the cheapest one. However, the Epson gives you the highest dpi.*
***Masum :*** *Wow! You have certainly done your research, haven't you? But don't for get about the guarantee. These days it is very important.*
***Nazifa :*** *Gua..ra..anty.. Right! I saw a poster of a HP a few days back with guaran tee period of six months. Any way, I will definitely keep that in mind.*
***Masum :*** *Yes, do keep it in mind. One more thing...*
***Nazifa :*** *Oops! I must be going now. Father's waiting.*
***Masum :*** *OK, but just listen to me. Do not buy...*

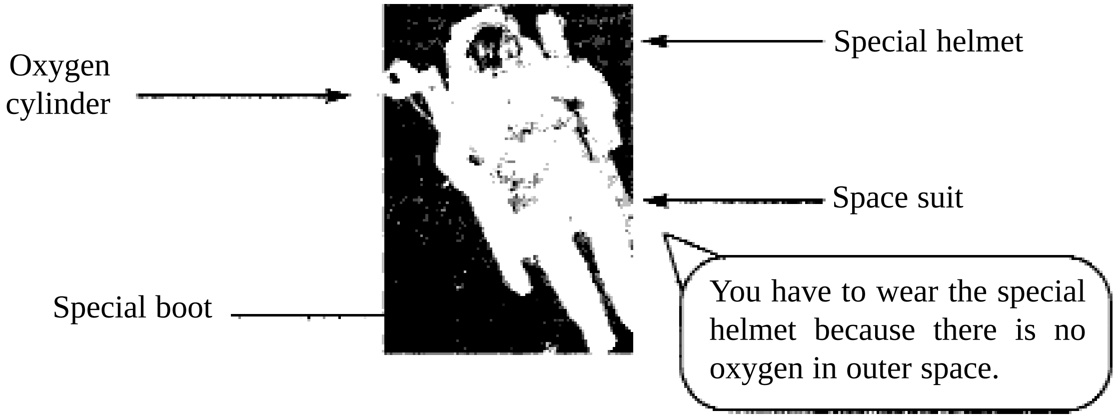
**E Write a telephone dialogue with the manager of The Babbage's, a big computer store, asking for advice on which printer to buy.**

# Lesson 3
# Space technology

**Objectives :** By the end of the lesson you will have

- talked about the space gear
- read a biography of Neil Armstrong
- completed sentences with information from texts
- written about a person who has achieved something in life

A **Look at the following picture of an astronaut and discuss with your partner why one has to wear those special things in space.**

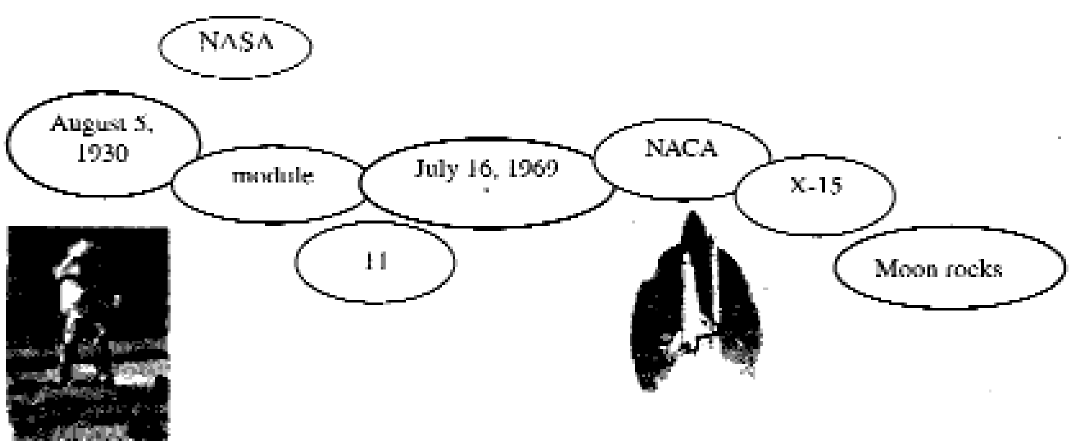



B **Read about the first person to reach the moon. Then do the activity below.**



Neil A. Armstrong commanded the Gemini 8 mission and became the first human to walk on the moon as commander of Apollo 11. He was born in Wapakoneta, Ohio, on August 5, 1930. He received a Bachelor of Science degree from Purdue University and a Master of Science degree from the University of Southern California. Armstrong joined the Navy and flew as a naval aviator from 1949 to 1952. In 1955 he joined the National Advisory Committee for Flight Propulsion Laboratory and later was transferred to the High Speed Flight Station at Edwards Air Force Base, California, as a civilian pilot for NACA and NASA. Among the aircrafts he tested the X-15 rocket plane. On July 16, 1969, Apollo 11 astronauts Neil Armstrong, Bbzz Aldrinj, and Michael Collins departed for the moon. Four days later, Armstrong and Aldrin landed their Lunar Module in the moon's Sea of Tranquility. Armstrong, and then Aldrin, stepped onto the surface and became the first humans to leave their footprints in the lunar dust. They explored the surface and gathered moon rocks for over two hours. The next day they fired off the surface and rejoined Collins in the orbiting mother ship.

**What do the following refer to in the text ?**



**C Now read the following information about other astronauts. Then first discuss in pairs and then complete the sentences below.**

**Name** : Michael Collins
**Year of birth** : 1930
**Education** : BS degree from US Military Academy in 1952. In 1963, he entered the astronaut-training programme.
**Experience** : Airforce test pilot
**Achievement** : appointed as assistant secretary of state for public ffairs, director of the National Air and Space Museum in Washington D.C

**Name** : Yuri Gagarin
**Year of birth**: 1939
**Education** : Honours in Engineering, 1957
**Experience** : Pilot at the air force
**Achievement** : First person to get to outer space on April 12, 1961

1. Yuri Gagarin ———————— on March 1939.
2. Gagarin ————————— to outer space on April 12, 1961.
3. Michael Collins was an ———————astronaut.
4. In 1963 Collins entered —————training programme.
5. In 1,957 Gagarin got ——————degree.
6. Pnllins was the dirprtnr of ————

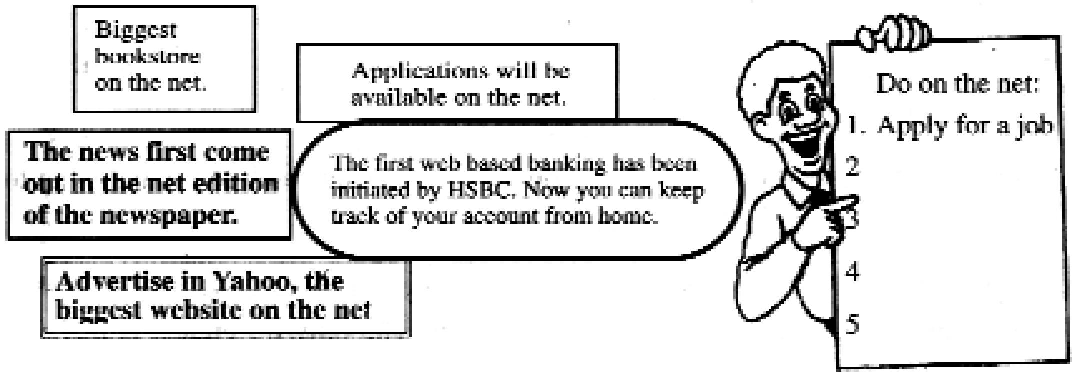
**D What do these two astronauts have in common and how do they differ from each other? Include as many things as you find in the texts above, e.g. their ages, degrees, etc. or as many things as you know about them.**

## Lesson 4
## On the net

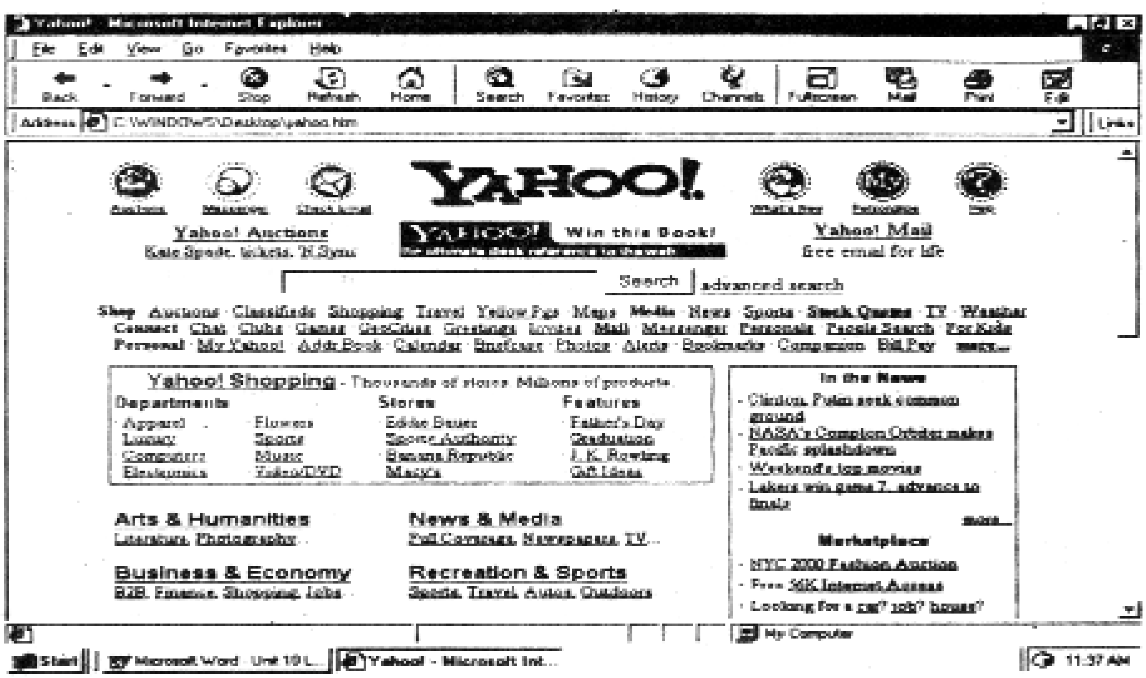
**Objectives :** By the end of the lesson you will have

- made a list of things you can do on the net
- read a web page and found correct statements
- formed questions
- written a description

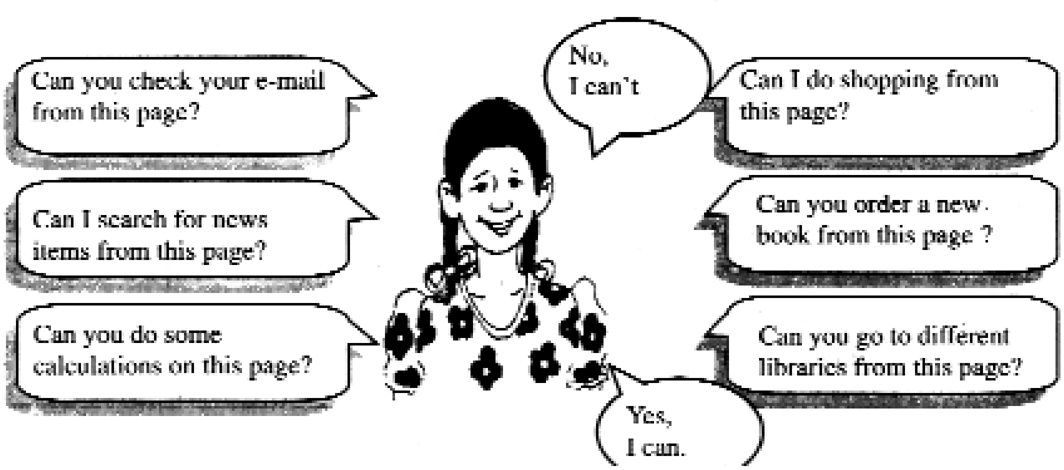
**A Read the following and make a list of what you can do on the Internet.**




**Read the following web-page and answer the questions below.**




A search machine is a website where you can go to and search for any information you want.



**C Read the following letter and write a set of instructions on how to use the Internet.**

23 April 2002

Dear Hamid

How are you? In my last letter I told you about computers and now I am going to tell you about how to use the Internet.

By this time you must know how to use a computer. Using the Internet takes nothing more than the ability to use a computer. The only difference is that you have to use particular software.

If you click on the icon of browsing software such as the Microsoft Explorer or Netscape Navigator you will automatically get logged on the Internet. Now you will find a space for writing the address of the web page you want to see. If you write the address you will get to see that page.

You can also go to a search engine for finding out a particular page or a piece of information. A search engine is a system through which you can search for information on web pages containing that information. Yahoo and Microsoft Network are such engines.

Now, I am sure you will be able to look for your desired information on the Internet. Let me know about your progress.

Your Friend
Latif

## Lesson 5
# Flying high

**Objectives :** By the end of the lesson you will have

- described the differences between different types of aircraft.
- filled in a table with information from given text
- labelled a diagram
- written a letter

**A Look at the following aircraft and match them with their names.**



**Helicopter**

Fighter plane

Passenger Plane

**Now tell your partner some differences between the aircraft. For example:**

The passenger plane is wider than the other two.

**The helicopter has a rotor on its top.**

**B Read the following texts and fill in the table below.**

The DC-10 is a three-engine jet that began commercial passeflger services in 1971. It is designed for making longer flights. The DC-10 is capable of carrying more than 300 passengers. It has a speed of 700 km/h.

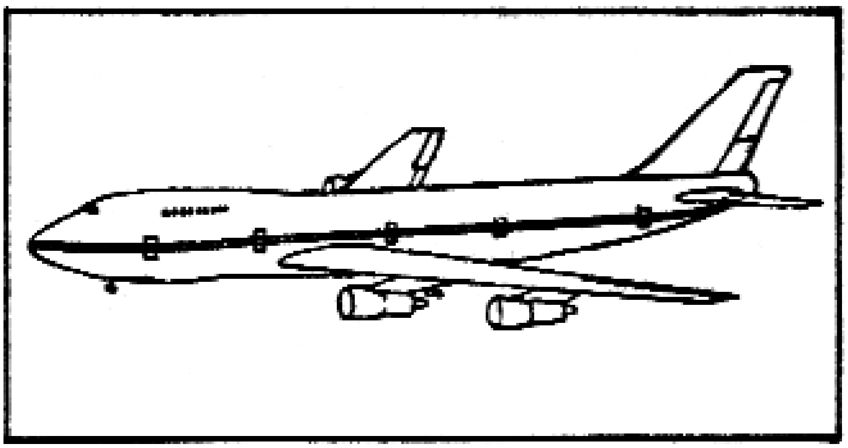
A Soviet MiG-25 fighter holds the world altitude record for a jet aircraft. It flew 37,650 m (123,524 ft) above sea level on August 31, 1977. A MiG-25 can fly at a speed of 1700 km/h.

The swing-wing F-14 Tomcat is the United States Navy's first-line fighter aircraft. Similar to the US Air Force's F-15 Eagle, the F-14 is designed for carrier landings. It has a top speed of over 2400 km/h (1500 mph) and a combat radius of 1600-km (1000 miles).

| Name of the aircraft | Type of the air craft | Country | Speed | Altitude |
|---|---|---|---|---|
| DC- 10 | | | | |
| | Fighter | | 2400 km/h· | |
| | | | | 37,650 m |

**C Read the following text and label the diagram of the plane.**

The basic components of an aeroplane include the fuselage, wings, tail assembly, and landing gear. The fuselage houses the pilot, passengers, and cargo. The wings provide the lift that enables the plane to fly. Movable ailerons on the wings help control lateral motions. The tail assembly includes movable parts that help control vertical motions and fixed parts that increase stability during flight. The landing gear enables the plane to move along runways during takeoffs and landings.



**D Imagine you have a chance to fly either a wide bodied passenger plane or a helicopter. It is a half-an-hour's free ride. Write a letter to your pen-friend telling him/her which aircraft you would fly and why.**

# Unit Nine : Lives and Jobs
## Lesson 1
## A man with a mission

**Objectives :** By the end of the lesson you will have

- matched dialogues with pictures
- read an interview and filled in a table
- answered questions from the interview
- written a composition

**A Look at the pictures. What do you see in them? What is happening? Match the picture with the dialogues.**




**B Read the interview with David Jones, a British businessman in Bangladesh. Then fill in the table. Use five different times shown on the five clock faces.**

**What is a typical day for you?**

There is no typical day but the closest that I can describe would be somewhat like this: it might start with a breakfast meeting with a British Business team to discuss prospects, and common challenges. Then I would move on next to a meeting with the senior staff, and agree on a workplan for the coming week. I would then spend time reading other correspondence. I might meet with a British group next, perhaps a group of teachers.

Late morning, I might travel down-town for a meeting to discuss international issues or to visit the Dhaka Chamber of Commerce. In the afternoon, I might inaugurate a seminar. I get help from experts regarding any information or statistics I am going to use, but I always write my own speeches.

In late afternoon, if I am back, I try to swim and then spend time with Susan, my wife. We discuss the highlights of the day and plan any upcoming social events. In the evening we usually attend a reception or dinner with, by or for, colleagues or we might go to a government function. If I have an evening at home, I work and turn in by 11 pm.

**Where do you like to go on a holiday?**

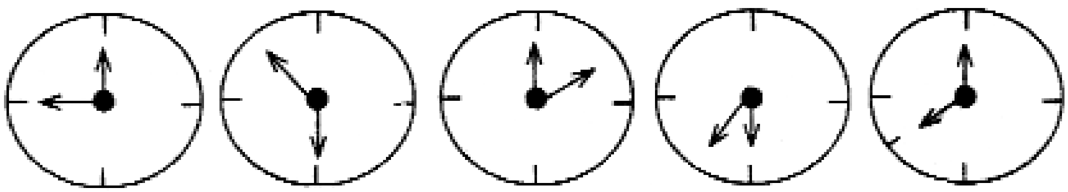
I have two preferences when planning a holiday. One is to be close to nature in far-away places. I like to walk, by myself as well as feel at one with the environment. Second is to be in an exciting city to watch the people, look at buildings and visit cultural events. We may go hiking in the Rockies and visit Vienna.

**Which book are you currently reading?**

At present I am reading ‘A Journey to the Edge’ by Nick Danger. This book reminds me of the underclass in Britain.

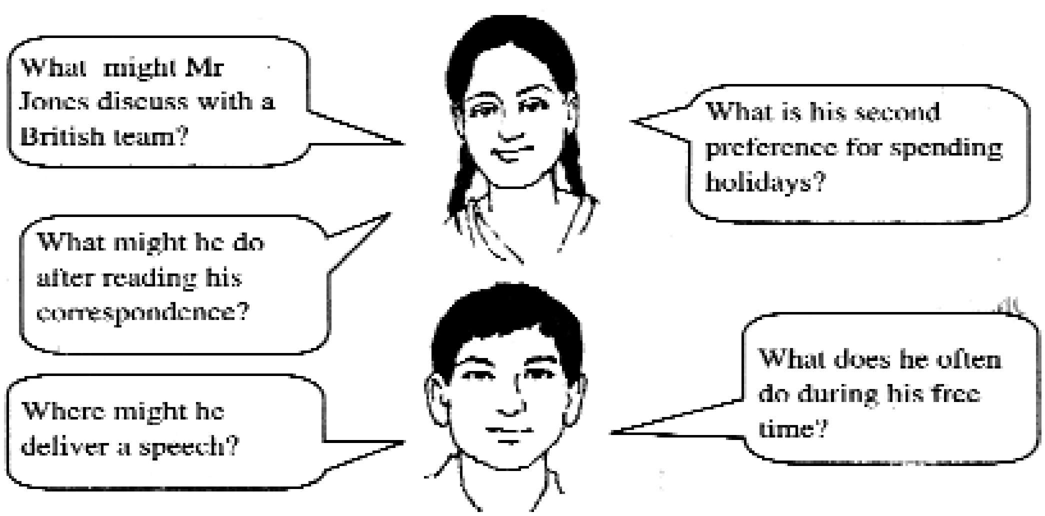
**Which work of art would you like most to own?**

Recently I am very happy to have bought a painting by Mohammad Kibria, which I bought to try and develop an understanding of the art and culture of Bangladesh.



| Time | Events | Purpose |
|---|---|---|
| 9 am | meeting with senior staff | to plan work for the coming v |
| | | |
| | | |
| | | |
| | | |

**C** **Ask the questions about David Jones interview to your partner.**



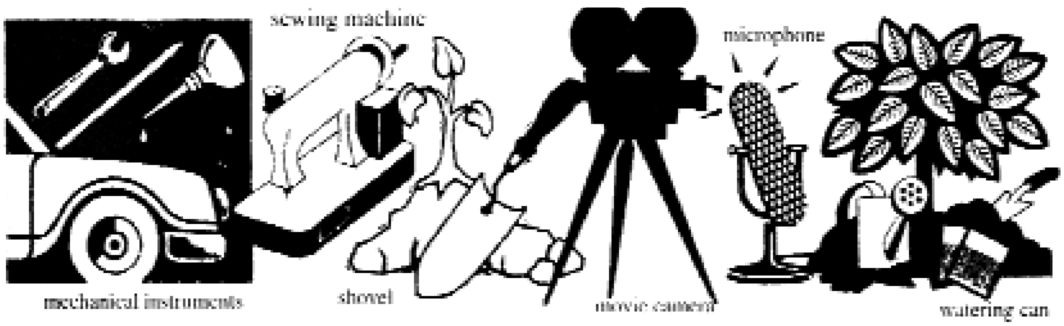

**D Write about what you usually do on a typical day.**

# Lesson 2
# A world of work

**Objectives :** By the end of the lesson you will have
- matched instruments with professions
- read interviews and answered questions
- ordered jumbled texts

---

**A Think of five persons you know who work for a living. Does any one of them use any of the following instruments? Think of the profession in which these instruments are used.**




**B Read both the interview extracts and answer the questions that follow.**

***David Chazan :***

***Do you have a typical working day?***
One reason I decided to become a journalist is that I want to avoid having a normal working day: It all depends on the report we are working on.

***What do you find most satisfying in your job?***
One of the most satisfying things about my job is the tremendous variety it offers, and the huge number of people I meet, in all circles.

***What do you do to relax?***
To relax, I've spent many weekends outside Dhaka, away from the pollution. Bangladesh is a beautiful country, and although there aren't enough facilities for tourists, people are generally friendly and curious. In Dhaka, I've made a lot of friends, and I'm often invited out. I read a lot too, and enjoy the warm evenings on my veranda.

***What will you miss most about Bangladesh?***
Most of all, I'm going to miss the food. One of my favourites is Hilsa cooked in a pressure cooker so the bones go soft and you can eat them too. I love bharta too, and fried savouries. I don't have a sweet tooth and I will miss eating aloo paratha for breakfast on Sundays.

1. Do you find any similarity between David’s life style and yours?
2. Discuss with your partner how David’s and your life styles are different.

***Shamsun Nahar***

***Do you have a typical working day?***

Yes, I begin work at 8:00 in the morning, and work till 2:30 in the afternoon, six days a week.

I go for round in the nurse supervisor’s ropm to know about problems on their wards.

***What do you find most satisfying in your job?***

When I receive praise from the patients or their relatives for the nursing care they have got from the nurses. I also enjoy guiding nurses to deliver better nursing care.

***What do you do to relax?***

I enjoy doing housework. I like reading religious books, watching televison and spending time with my family.

***Where is your favourite holiday destination?***

My village in the Chittagong Hill Tracts. I also enjoy visiting Cox’s Bazar.

***What qualities do you think you’ve inherited from your parents ?***

I’ve inherited how to lead a simple life.

1. How is the life style of Ms Shamsum Nahar different from David’s?
2. Why do you think her life is different from David’s?

**C The following is a jumbled summary of the two interviews. Rewrite it separately for the two interviews.**

David Chazan enjoys his work because of its great diversity. He enjoys meeting different people. Shamsun Nahar who is a nurse superintendent likes to lead a simple life. The most relaxing thing, is to spend time outside of Dhaka. The places are not polluted there. He enjoys time being with friends. In her free time she reads books especially religious books. Sometimes she watches TV. He is fond of aloo paratha and Hilsa cooked in a pressure cooker. When the patients admire the nursing care she feels most satisfied. She likes reading. It is a great pleasure for her being with her family. She enjoys doing household chores. She prefers to visit Chittagong Hill Tracts and Cox’s Bazar on her holidays. He enjoys most when he spends evening on veranda. He does not like sweets. She starts her work at 8 am and finishes at 2:30 pm. She also . enjoys training nurses so that they can take better care.

# Lesson 3
# A letter from Nottingham

**Objectives :** By the end of the lesson you will have
- discussed joining a fashion designing course with your partner
- read an interview and answered questions
- listed interesting points about a course
- suggested how to make your English course interesting

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**A Look at the following advertisements. What are they about? Would you like to join any of the courses? Tell your partner why or why not.**

*National Institute of Fashion Technology*
*offers a*

***Course in Fashion Designing***

Qualifications : Minimun Grade B in H.S.C
Course Modules: Basics of Designing
Basics of Textile and Fabrics
Basics of Production

**Collect forms from the office by 23rd May**

*Make a difference*
*be a Fashion Designer*

Join Diva Fashion Institute for Fashion Technology

*If you are creative*
*If you are intelligent*
*If you are a graduate and*
*Want to be self-employed*

**You need this Course**

**Apply for admission with a CV within 16th of June**

**B Read the text about the experience of a Bangladeshi student studying fashion technology in the UK. Then answer the questions below.**

I have never thought that I'd do an MA, let alone in fashion. But here I am in Nottingham, six months into an MA course in Fashion & Textiles at Nottingham Trent University.

I am beginning to realise that doing a postgraduate degree in fashion is not really about being able to design wonderfully creative clothes, but about discovering my own potential. Every step I have been taking has brought me closer to understanding my philosophy towards what I design. The knowledge of why I do'what I do is actually the strength, which is helping me to create new boundaries for myself.

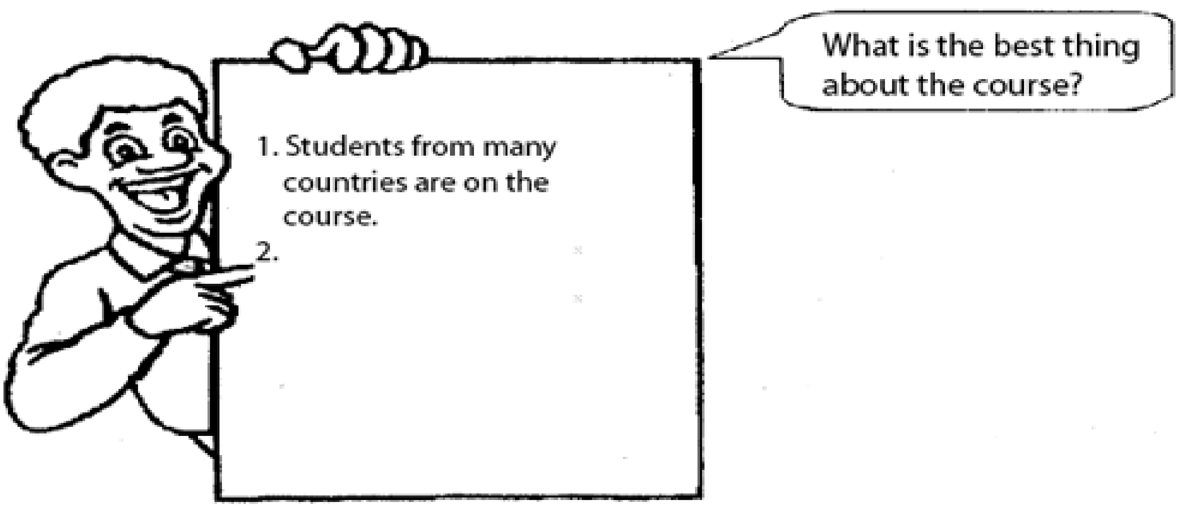
The course is structured in a way to ease everyone into the rigour that is required later in the MA phase. Short projects helped to 'get things going' initially, and then a group project put everyone on the spot because we had to be very interactive.

Having said that, I think one of the best things about being at Nottingham is the fact that there are so many different people from all over the world. Even in a small group of 17, there is an American, a Chinese, an Indian, a Japanese, a Norwegian, a Thai, two Taiwanese and another Bangladeshi apart from the British.

Our unique situation enables us not only to experience each other's culture vicarious but also be tolerant of our differences. It's interesting to see how, consciousl% subconsciously, we are bringing parts of our culture and heritage and intermingling thz: to suit the needs of the course.




**C What features of the course do you rind interesting?**




**D Write about some interesting features of your English course. Suggest some ideas - that the course could be made more interesting.**

## Lesson 4
## Women at work

**Objectives :** By the end of the lesson you will have

- talked about pictures
- read a text and ticked the correct expressions and rewritten the wrong expressions
- filled in gaps
- told reasons about the statements

**A Look at the pictures and tell your partner when she is doing what.**



**B Read what Sharmin Chowdhury, an associate professor of Northern University says. Then tick the correct expressions. Rewrite the wrong expressions correctly.**

***Why do most women prefer teaching as their career?***

The first thing is that teaching gives women a better opportunity to take care of both home and career.

***Do you think teaching is easier than other jobs?***

Very few people realise the amount of work that a teacher has to do. A teacher not only has to take classes but also has to assess students' test and exam scripts after class hours. Also you have to study and be aware of the latest findings and developments in the field of teaching.

***How can a teacher develop professionally?***

In the university teaching profession, a good postgraduate degree from a well-known university is essential for a better career path. However, you can develop as a teacher by doing refresher courses from time to time, by doing study and research and, most importantly, by cooperating with your colleagues.

***What problems does a female teacher face in developing her career?***

Opportunities for professional development exist equally for everyone in teaching. Yet due to social and family circumstances, it often becomes difficult for women to take them. Thus they fall behind in the merit race. It is not that easy for a woman to leave her family and home behind in order to receive training abroad, even sometimes within the country.

***What role does the family play for a successful career of a woman?***

The most important thing in any woman's successful career is the support she gets from her family. This is something that can make or break her career.

***Do you think womens' views of their career and professional development are changing?***

Things are definitely changing though the change is slow and there is much scope for improvement. The new generations of women in the work place seem more assertive and confident in their work. They are more organised and have a lot more courage than what we had in our day. I feel that the new generation of women can go far into their career as they now have more confidence in themselves.

***What is your advice for the new generation women?***

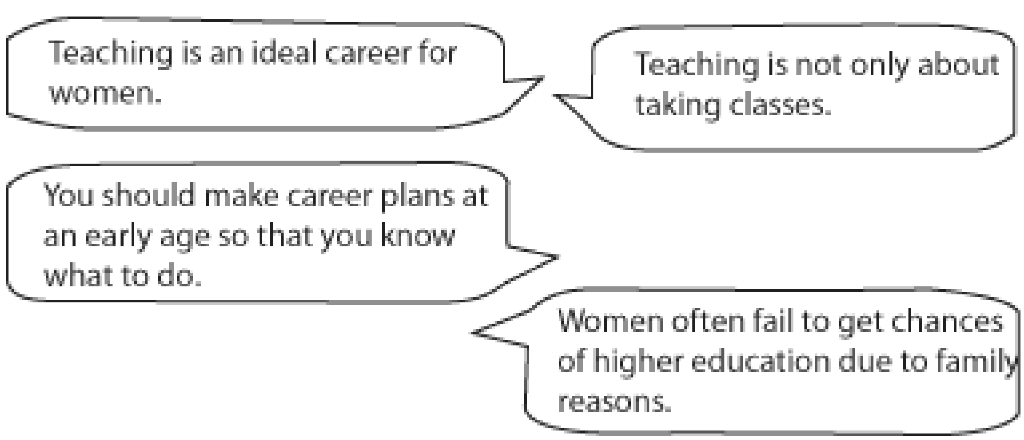
At first, you have to get good qualifications. Qualifications are something that can never be taken away from you. Plan your career as early as possible and try to make a choice that allows you to give back something to your society.

1. Women do better in teaching.
2. Teaching is an easy job compared to office work.
3. Women have much opportunity to get training.
4. You should make career plans at an early age.
5. You should choose a career which allows you to contribute to society.

**C Fill in the gaps, using have to/has to appropriately.**

1. A woman often look after both her home and career.
2. As a teacher you take classes as well as mark student work.
3. A teacher, male or female, study to make himself/herself aware of the latest developments in the teaching profession.
4. Both male and female teachers take refresher courses from time to time.
5. A female teacher get support from her family if she wants a successful career.
6. If you want to be a good teacher you prepare yourself for the job before you take it.

**D Do you agree with these statements? Tell your partner why or why not.**



# Unit Ten: Different Strokes

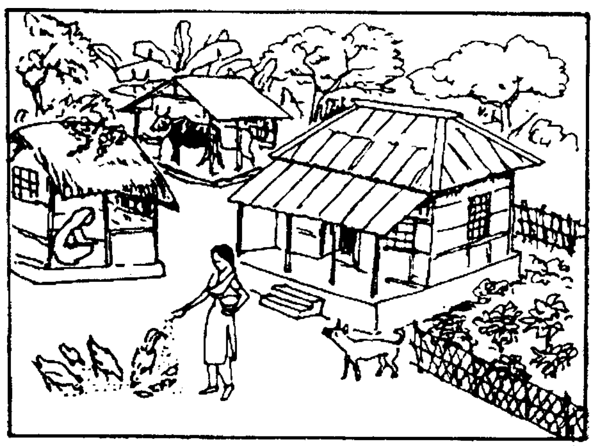
## Lesson 1

## Meeting Feroza

**Objectives: By the end of the lesson you will have**

- looked at a picture and answered questions
- read a passage and answered questions
- filled in gaps with appropriate words
- completed a word game

**A Look at the picture. Work in pairs and discuss the answers of the questions that follow.**



- What do you see in the picture?
- Do you think it is a picture from an urban area? Why/Why not?
- Who do you think live in this type of house?
- What do you know about the people living in such houses?
- Have you ever lived in such a house? When? Where?

**B Read the following passage and answer the questions given below..**

When Becky was in Dhaka she told Masum that she wanted to see a Bangladeshi village. Masum took her to his grandparents' village called Makorkhola, in Dhamrai. It is forty kilometres away from the capital. The people of the village were delighted to see Becky. They welcomed her warmly. Masum wanted Becky to meet Feroza, a middle aged woman, who has become a legend in the village. They went to Feroza's house. Feroza came out smilingly. "Becky, meet Feroza. You'll be surprised when you hear how she fought against all odds." "Hello. I'm Becky. Pleased to meet you." Becky and Feroza shook hands. Masum and Feroza started to talk. As they were speaking in Bangla, Becky

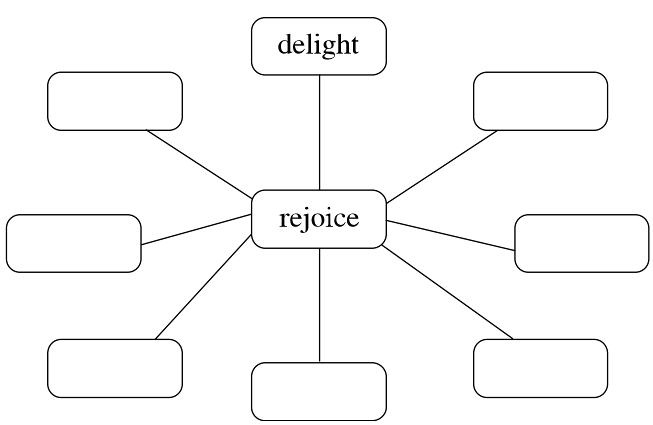
could not understand her. After the conversation was over, Masum turned towards Becky and told her that Feroza said that she was very pleased to see Becky too and would take Becky around the village and introduce her to the other women. "Well. I would definitely like to meet other women of the village." "Becky, if you have no objection Feroza would like to cook for us and we two can have Bangladeshi food with her family." "I would very much like that."

1. How long ago was Becky in Dhaka?
2. Where did Masum take Becky?
3. How did Becky feel when she met the villagers?
4. Why did Becky not understand what Masum and Feroza were saying?
5. Why do you think Feroza has become a legend in her village?
6. Why do you think Feroza asked if Becky had any problems with taking the food that she would cook?
7. Why do you think Becky agreed to have lunch with Feroza's family?

**C Read more about Feroza and fill in each of the gaps with the appropriate word.**

Feroza has a big tin-shed *house.* There is *electricity* in her house. So her sons have no ---…………..to study at night. On summer days she enjoys the cool ------ of the ceiling fan. She has four ……….. All her sons go to………………. After ---------- SSC examination, her eldest son Tipu got married. Tipu has a son. He, his wife and son all live --- with Feroza. Feroza has land, cows and a small *stationery* shop near the local primary school. She is happy and ……….But her days were not like ---- eight years ago. She had much …………….to do, there was no ……….., no land, no cows and no……. . Often she and her sons would………….. for days.

**D Write the words that mean more or less the same as the word put at the centre. One is done for you.**



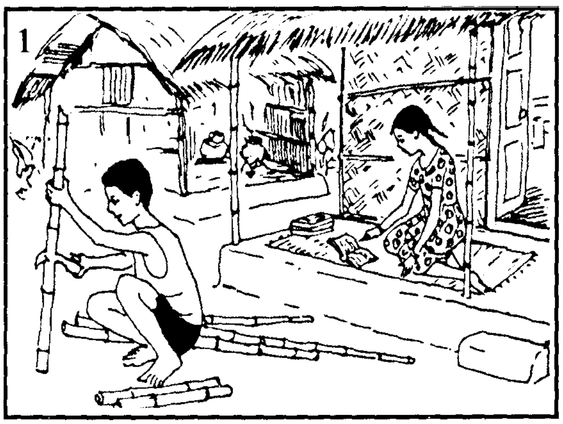
# Lesson 2

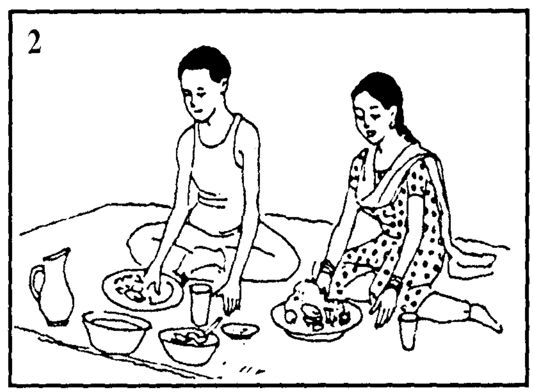
# The facts of life

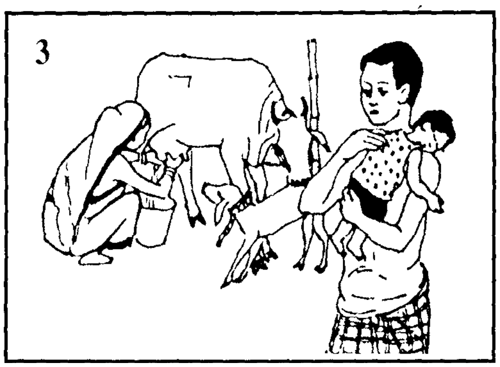
**Objectives:** By the end of the lesson you will have

- looked at some pictures and answered questions
- found words in a maze
- read a passage and written a paragraph in the first person

**A Look at the pictures. The people represent a Bangladeshi family. Discuss with your partner what you see in the pictures and answer the questions that follow.**




- What can you see in the pictures?
- Do the pictures show regular day to day life?
- What actually happens in Bangladesh? Why?

**B In the maze below there are 18 words related to "will" and "education". You can read the words horizontally or vertically. Write down the words in your copy. How many could you find? Compare with your partner.**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| C | I | V | I | L | I | Z | A | T | I | O | N |
| S | T | G | N | O | R | C | H | O | I | C | E |
| C | T | P | U | R | P | 0 | S | E | T | E | I |
| H | D | C | R | D | W | A | C | W | K | D | N |
| O | T | O | T | E | A | C | H | I | N | U | T |
| L | U | M | U | C | N | H | O | S | O | C | E |
| A | I | M | R | I | T | I | O | H | W | A | N |
| R | T | A | E | S | O | N | L | U | L | T | T |
| S | I | N | V | I | E | G | I | A | E | I | I |
| H | O | D | S | O | G | U | N | N | D | O | O |
| I | N | | A | N | F | O | G | W | G | N | N |
| P | D | E | V | E | L | O | P | M | E | N | T |

**C Read the completed passage in C in lesson L Imagine Feroza is talking to you about herself and re-write it in the first person.**

**Start like this:** I live in a big tin-shed house.

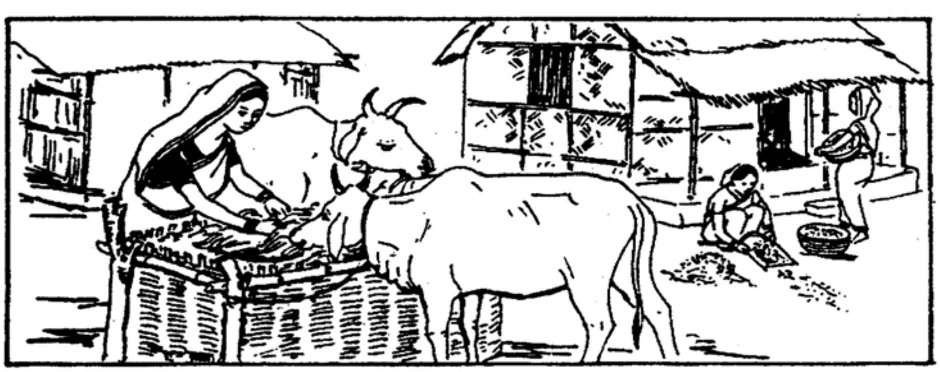
## Lesson 3

# Feroza's tale

**Objectives:** By the end of the lesson you will have

- looked at a picture and answered questions
- read a passage and matched sentence parts
- read a passage and answered questions
- written about a person from given cues

**A Look at the pictures. Work in pairs. Ask and answer the following questions.**



- What can you see in the picture?
- Are the places familiar to you?
- What are the women doing?
- Where are they?

**B Read, what Masum told Becky about Feroza. Match the sentence parts from column A with those in column B.**

Feroza went to school when she was a child. She got married at the age of twelve. In her in-laws! house, she had to cook, look after the cows, wash clothes, husk paddy and so forth. There was no scope to practise what Feroza had learnt at school and gradually Feroza forgot to read and write. But deep in her heart she cherished her dream to learn to read and write again. During her daily chores whenever Feroza came across a piece of paper in which something was written or printed, she would look at it with interest and thought that if she could read then she would learn about her own country as well as the world outside. As days passed by Feroza's dream remained a dream. It didn't come true.

| | A | | B |
|---|---|---|---|
| 1 | Feroza went to school | a | to practise reading and writing |
| 2 | Feroza's father married her off | b | slowly Feroza forgot reading and writing |
| 3 | All day long she remained busy | | [illegible] |
| | As years passed by | d | about her country and the world |
| | She did not get the opportunity | e | at a very early age |
| 6 | But she always dreamt | f | doing all sorts of household work |
| 7 | She wanted to know | | when she was only twelve |

**C Read more about Feroza and discuss with your partner the answers to the questions that follow.**

Feroza's husband did not have a job so their life was very difficult. Conditions worsened when Feroza had three sons. Feroza worked in the fields. When there was no work, she, her husband and children had to starve for days. At one point they had to sell their hut. Then the whole family had to live under a tree. Feroza would do any work to keep her children from starving. The villagers thought she was crazy and teased her. The young boys and girls would run after her pelting her with stones, laughed and made fun of her. Feroza used to get up before sunrise, go to the fields to cut paddy and come back home when it was dark and the children were not around. Feroza never thought that her toiling days would end.

1 Why do you think Feroza's husband did not work?
2 Why did she have to sell her house?
3 Why do you think the villagers thought Feroza was crazy?
4 Why would Feroza go to work before sunrise and come back when it was dark?
5 What does the sentence, 'Feroza never thought her toiling days would end' mean?
6 Do you think she would have *wanted* an Aladdin's magic lamp? If she had, what do you think she would wish for?

**D Now with the help of the following information write about Amina, who made a difference in her life through hard work.**

- quite well-off
- cultivable land washed away by river
- no work
- difficult to maintain herself and family
- took loan from Grameen Bank
- bought 20 chickens
- sold eggs
- number of chickens increased to 50 after six months
- after a year 1000 chickens
- sold eggs and chickens

## Lesson 4
## A new sphere

**Objectives:** By the end of the lesson you will have

- asked and answered some questions
- read a passage
- found true/ false statements
- given corrected statement
- filled in gaps
- completed a bank form

---

**A Work in pairs. Ask and answer these questions**

I Why do people go to a bank?

2 What is the name of the batik nearest your house'?

3 Do you go to the bank? If you do why do you go there?

**B Read how Feroza started life anew. Some of the statements that follow the passage are not true. Write T for the true statements and F for the false ones. Give the correct information for the false statements.**

Feroza was fighting for the survival of her family and herself. The days were hard. Day by day work became even scarcer. One day some people came to her village. They were from the Grameen Bank. They said they were interested in helping the poor people, the landless and the helpless. A Grameen Bank branch had just opened in the village. She learnt from them that only the poor and landless people were eligible ones to take a loan

from the bank. However, before they could borrow money, they would have to make 5-6 groups of workers, each having five members. Then they would have a centre where the bank will work to give loans and receive repayment of loans. Feroza immediately started to look for people. She talked to other women of the village to persuade them to form groups. After about a month there were six groups in Makorkhola village. All the group members became registered members of the Grameen Bank project. A centre was set up. A thatched hut was built as the centre-house. Feroza's group elected a chairperson and her sister-in-law was made secretary of the group. They would hold office for a year. The group chairperson would be responsible for discipline in the group. Members would conduct their business with the Bank through her. All members were obliged to attend any meetings called. They were fully made aware of the rules and procedures governing the activities of the group. Each member of a group was given a registered number.

**Statements:**

- The people of the Grameen Bank work for all the people of a village.
- Each centre has to have at least five groups.
- In a group there has to be seven members.
- It took Feroza three months to gather the required number of groups.
- There is only one chairperson and a secretary for a centre.
- Members conduct their business with the Bank through the chairperson.
- A meeting of the members is held fortnightly.
- Each member has a registration number.
- The job of the chairperson is to give loans and to receive repayment of loans on behalf of the bank.
- Members have the freedom not to attend the weekly meetings regularly.

**C Fill in the gaps with suitable words from the box.**

When a group is ----------- , it is kept under close ---------------- for a month or two by a ------- ------------ and other staff to see if the members are --------------------------to the discipline of Grameen Bank. If satisfactory, -------- members will receive their --------------- and be ---------- --------for a--------------or two to ---------------- if they pay their ------------------ regularly. Only then will the next two --------------------- be --------------------------------- for loans. The ----------------------member of a group will receive her/his loan when the……… ----------------------------sets of loanees have established their --------------------- . Usually the group ---------------and secretary are the last to --loans.

| |
|---|
| bank worker, loans, formed, credit, conforming, twelve, observation, secretary, month. I eligible, ascertain, first, receive, two, instalments, observed, chairperson, members. fifty, sincerity, cooperation, leader |

**D Look at the form that members of each group have to fill in before taking a loan from the Bank. Now fill in the form for Feroza. Use your imagination to complete the form. One is done for you.**

# Grameen Bank

**..................**Branch

## Loan Application from Group Fund

Date:-------------purpose of loan : --------------------------------------------------------------
Amount of loan——— (3000) ……………….Name of applicant:………………….

Loanee number…………………..

………………………..

Signature of Applicant

Group No.----------------- G. A/C No. -------------------------------------
Name of centre ----------------------- Centre No.---------------------

Loan sanctioned by following conditions.

Condition for loan repayment:

During ------------------Week. Weekly -------------- installment loan must be paid.
(We shall not give you a recommendation for your loan if you do not repay group fund loan regularly)

Amount of granted loan.

Taka--------------- . In words----------------------------------------------------

Signature of group members

1.
2.
3.
4.
5.

Withdrawal Form No.--------------- Date-----------

----------------------------
Bank worker's Signature

---------------------------------
Branch Manager's Signature

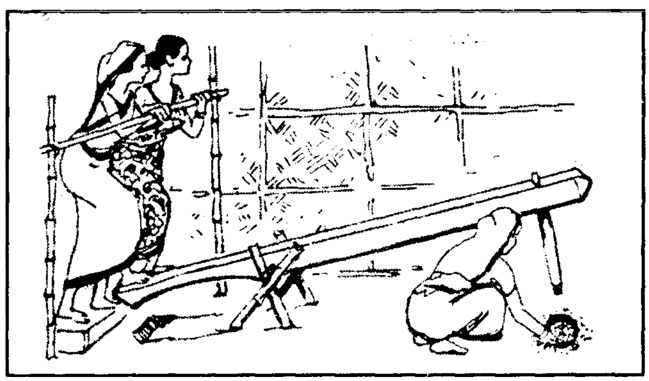
# Lesson 5

## Making a living

**Objectives:** By the end of the lesson you will have

- looked at a picture
- asked and answered questions based on the picture
- rearranged a jumbled text
- matched sentences
- completed a word game
- written a paragraph

**A Look at the picture. Work in pairs and ask and answer the following questions.**



- What are the women doing?
- What do you call the wooden structure you can see?
- What other purposes could this be used for?
- Have you ever seen it before? If so, where?

**B Read how Feroza made a living for herself and her family. The passage is in jumbled order. Rearrange it and write it out properly.**

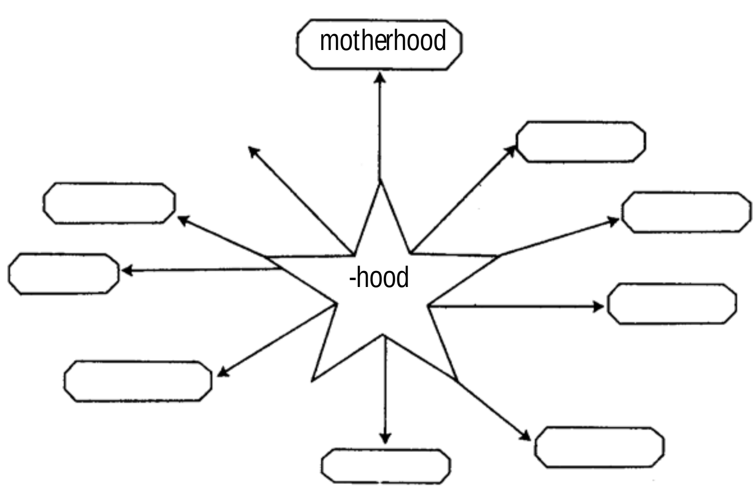
Feroza took a loan of three thousand taka in the year 1992. Then she bought a dheki and some paddy with the money. Soon after getting the loan, she and her husband started to make a plan. First they made a thatched hut so that they don't have to live under the open sky. The profit that she made was enough to repay the first instalment and buy food and clothes for her children. She sold the rice in the market and made a small profit. After that Feroza bought a little more paddy, husked it and sold it. Feroza worked day and night. She worked, worked and worked. Eventually she managed to repay all the loan money. People could hear the thudding of her dheki

at late hours of the night. Next she decided to go for a larger loan. She was working very hard but there was happiness in her heart as she v: as doing it for her livelihood. The bank found Feroza a very hardworking and responsible loanee and granted her the amount she asked. No longer did she have to depend on the charity of others. She husked four mounds of paddy every week and sold the rice in the village market. This time she asked for a loan of five thousand taka.

**C Read the rearranged passage in your notebook and match the sentences of column A with those of B. The parts of sentences in column B are not exactly the same as in the reading text. Think about the meaning of these parts and then match.**

| A | B |
|---|---|
| *L The profit she made was* | *a ,from the bank loan she built a thatched hut and bought a dheki and paddy* |
| *2 After the profit* | *b the generosity of others* |
| *3 There was happiness iii her heart because* | *c feroza bought more than 4 mounds of paddy to make more profit* |
| *4 No more had she to depend on* | *d just right to buy essential things she needed for her children* |
| *S The bank found Feroza* | *e everv week she bought 160 seers of paddy* |
| *6 When she managed to* | *f she was working to maintain herself and her family* |
| | *g feroza borrowed 3000 taka from the bank* |
| | *h a vigorous and trustworthy borrower* |
| | *i repay the entire loan to the hank , she asked a larger loan* |

**D There are several words ending in *-hood*. One is in B, line 8. How many words can you think of that end *in-hood?* Work in pairs and check how many words your partner has come up with. One is done for you.**



**E Now write a paragraph about what Feroza did after she got a 5000- taka bank loan. Use the words and phrases of both columns A&B to help you write the paragraph.**

| A | B |
|---|---|
| *bought tin* | *soon after* |
| *built a shop* | *after that* |
| *a stationery shop* | *so that* |
| *keep biscuits, chocolates, chanachoor* | *then* |
| *also betel leaf and nuts, matches, soap* | *first* |
| *in tact daily essentials* | *next* |
| *In front of the primary school* | *finally* |
| *people walk by that war* | *always* |

# Lesson 6

## Against all odds

**Objectives:** By the end of the lesson you will have

- listened to a text and filled in gaps
- read a text and answered questions
- listened to a text and filled in a table
- written about cause and effects

---

**A Listen to your teacher and fill in the table below.**

| Day | Timc | Course |
|---|---|---|
| Sunday | | |
| | 7pm | |
| | | Bangla |
| Wednesday | | |
| | 7:30pm | |

**B Read the following passage. Work in pairs, then discuss and answer the questions.**

Feroza could understand that she needed to learn reading and writing to improve her poor state. Soon she started to go to the adult literacy centre. Going to school at Feroza's age seemed very strange to the village people. They thought that she had gone completely mad! They started to tease and insult her. Feroza could clearly see that they were jealous. She kept quiet and silently took all the insults inflicted upon her. Shy had known before that the path she had chosen would riot be smooth. She could hear people talking about her but she did not falter and took it as a challenge.

After she had finished the course, she was recognised as the best student in the class. The people of Grameen Shikkha could understand that Feroza would be an asset to them. So they offered her to teach the children in the Pre-school centre. Each adult literacy centre of Grameen Shikkha has a child development centre so that mothers do not have to worry about their children's safety and can fully concentrate on their study.

1. Why do you think the people thought that Feroza was strange?
2. Why did they insult Feroza?
3. What made Feroza ignore all the insults and continue with her studies?
4. What did the Grameen Shikkha offer Feroza?
5. Why did they make this offer to her?
6. What made Feroza feel honoured?

**C Look at the table. Now listen for, and list examples of, cause and effect in the text. Some of the information is provided for you. When you are finished, share your answers with your partner. One is done for you.**

| causes | effects |
|---|---|
| Feroza's brilliant performance | given the responsibility to teach |
| | all her dreams coming true |
| | many were envious |
| teased and insulted | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

**D Imagine your next-door neighbour Mr Rahman had been a post office clerk for three years. He wanted to be a teacher but could not be one, as he did not have any training. However, as he did not like his post-office job, one day he left his job and got admission to a training college. He did his B. Ed. successfully in ten months and soon found a teaching job. Write a composition of about 150 words, describing the sequence of events in the service life of Mr Rahman.**

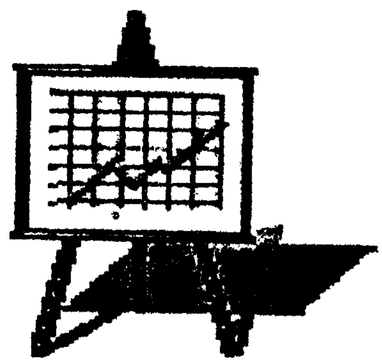
# Lesson 7

# Ups and downs of life

**Objectives: By the end of the lesson you will have**

- looked at a graph and discussed it
- read a passage and answered questions
- filled in a chart
- built up a story

**A Look at the graph. Work in pairs and discuss what it indicates.**



**B Read the questions below and try to guess the answers.**

- Why was Feroza's childhood not happy?
- What do you think Feroza's dreams were about?
- Why didn't her dreams come true?
- What are the things that made her life more difficult?
- How did she change her life?

**Now read the passage and answer the questions.**

Feroza's childhood was full of sufferings and sorrows. She never had a moment of happiness in her life. All she remembered from her childhood was the extreme want of food, want of shelter and want of clothing. In 1972 at the age of 12 she was married to a 24-year old unemployed man. Feroza entered into her husband's house with the dreams and hopes of a young girl but all she saw was more want. It was Feroza who worked for a handful of grains to feed herself, her mother in law and her husband. When her first son was born she was 19. The birth of a child meant another mouth to feed. Feroza's toiling days became harder with the birth of her second son in 1982. Her husband was still unwilling to work and therefore she had to work even harder to feed all the five mouths. From morning till dark she worked, worked and worked. **When** she was 24 her third son

was born. Each day became more difficult for Feroza. No matter how hard she worked she could never earn enough to feed everyone. Eight years went by and Feroza was still struggling for herself and her family. Then she came to learn about the Grameen Bank. She became a member of the Bank, took a loan and started her own 'rice-husking' business. Gradually she managed to improve her conditions and managed to repay the loan she had borrowed from the Grameen Bank. In 1995 Feroza took an even larger loan and started a stationery shop alongside her husking business. She went to the adult literacy centre and learned to read and write. By 2000 Feroza's worst days were over. She had solvency, security and happiness.

**C Read the passage in B again and complete the chart with relevant dates and events.**

| Date | Events |
|---|---|
| | Feroza was born |
| 1972 | |
| | her eldest son was born |
| 1982 | |
| | her third son was born |
| | came to know about Grameen Bank |
| 1995 | |
| 2000 | |

**D Read the clues below. Write a story using the clues.**

Farid _15 years old_a farmer's son helped father__ business __ stationery shop___at the age of 16 ___ mishap__ father and son worked hard _ made profit___6 years of happiness __ cyclone loss __father grew old___Farid had a hard time did not lose heart started to work harder __at the age of 30 ___solvent no serious problem.

# Unit Eleven: Day In Day Out

## Lesson 1

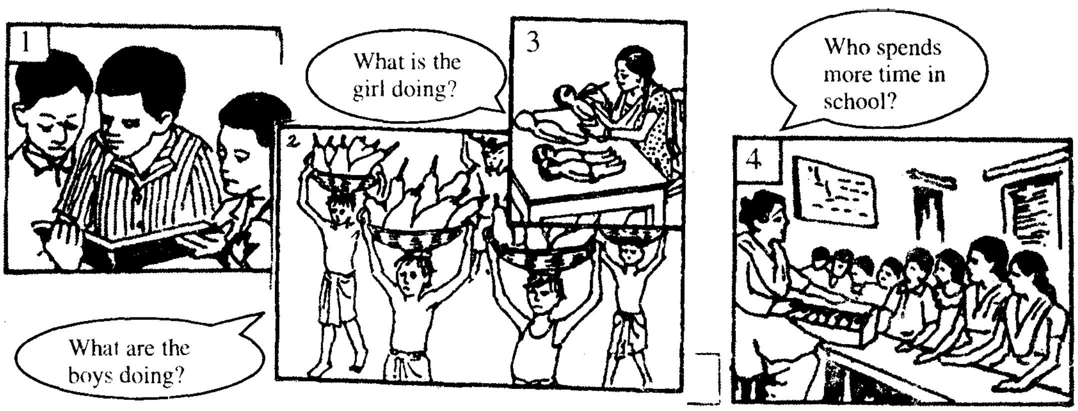
## Lutfur's day

**Objectives:** By the end of the lesson you will have

- answered questions with clues from pictures
- answered questions about a person
- read a text about the daily life of Lutfur
- filled in a form for Lutfur
- written a paragraph comparing Lutfur's life and your own.

---

**A Look at the following pictures and answer the questions.**




**B Have you come across anyone of your age who does not go to school? Answer the following questions about him/her.**

What is his/her name?

What is his/her daily routine?

How does S/he feel about his/her life?

**C Read about the life of Lutfur. Then fill in the form for him.**

Lutfur is 8 years old and lives in Dhaka. He comes from Tongi. He has a brother who works as *a tempo* helper. He came with his father, mother, brother and grandmother to Dhaka in search of a living. His father works as a rickshaw puller and mother as a domestic worker. Lutfur collects polythene bags, scrap paper and other materials from the Motijheel area and sells them at a shop for Tk. 5 to 10 a bag. He earns Tk. 20 to 50 a day, which he gives to his mother. Lutfur and his family live in a slum near to Kamlapur railway station. Their home is a tiny shelter with a sheet of polythene for a roof. They sleep on the dirt floor. Lutfur has a bath in a creek near their home. He usually has his meals at home but sometimes begs for food at restaurants. Once he got diarrhoea and had to stay at home for a few days. He could

not afford to go to a doctor or buy medicine for himself. He once went to a free school near his home at Tongi but did not continue. He was in the school for about a year and now he wants to go back to school and start his studies again.

**Social Survey Form**

**1. Name:** ______________________________

**2. Age:** ___________

**3. Address:** __________

**4. Previous Address:** _________________

**5. Occupation:** __________________

**6. Detail of work:** ________________________________
________________________________
________________________________

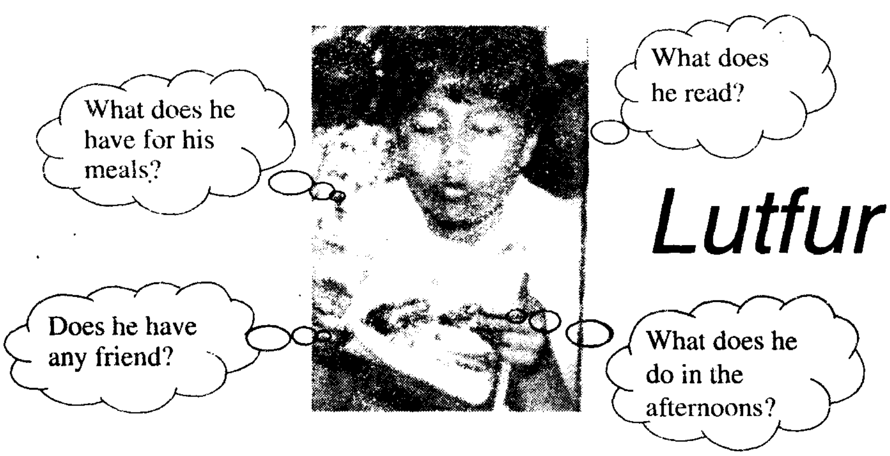
**7. Income** ___________________

**8. Family:** __________________

**9. Access to school:** ____________

**10. Access to doctor:** ___________

**D Read again about a day in the life of Lutfur and guess the answers to the following questions.**




**E Write a paragraph comparing your daily life with Lutfur's**

# Lesson 2

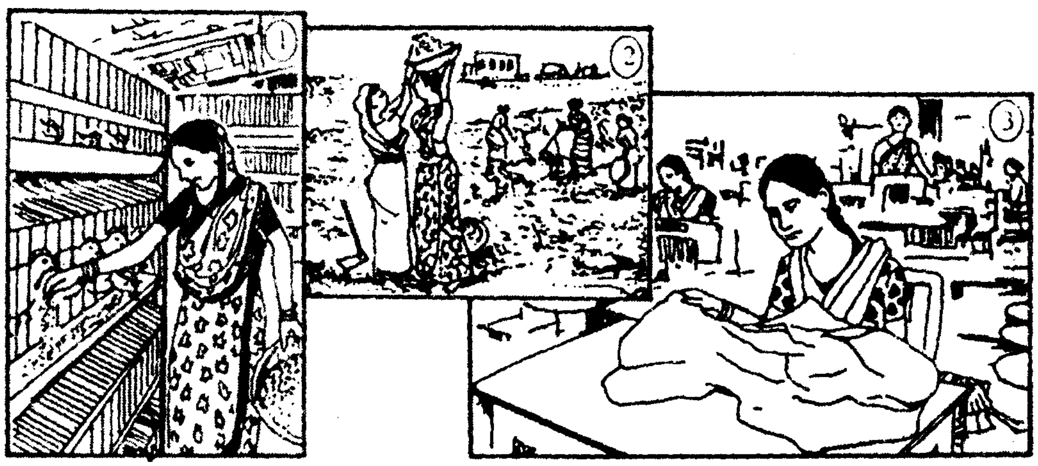
## Women power

**Objectives:** By the end of the lesson you will have

- made a list and discussed it with partners
- read an interview and matched the questions with the answers
- filled in gaps with information from the interview
- read a text and discussed given points
- written about women's contributions to the development of a country

---

**A Look at the pictures. Make a list of what the women are doing. Now add any other jobs women do in Bangladesh. Compare it with your partner.**



**B The following is an excerpt of an interview with Ms Sharmin, a social activist. Match questions with what she has said about women in Bangladesh.**

1. What percentage of girls are working in garment factories at present?
2. What is their average age?
3. Are they well paid?
4. Are their work conditions good?
5. Do their work condition cause any particular health problems?

a There are 1.5 million garment workers in Bangladesh. 90% of them are girls.

b Roughly, 30% of the working women are aged between 13 and 20 years.

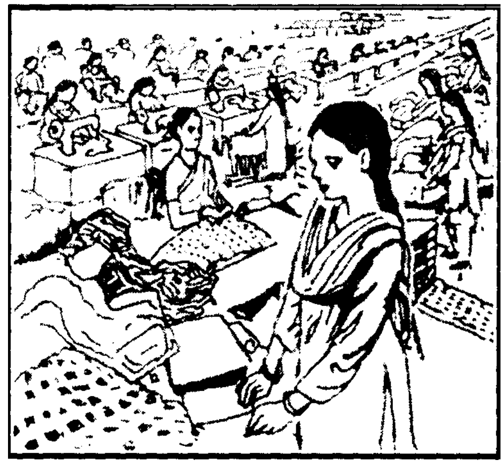
c No, working conditions in garments are not very friendly. Insufficient latrines, lack of clean drinking water, overcrowding, inadequate first aid arrangements and excessive noise are the main problems.

d Financial hardship, early marriage and socio-cultural norms restrict their mobility.

e Oh, yes they suffered from a variety of physical complaints, aching joints, fever, headaches, sore and painful eyes, jaundice, coughs and colds, chest pain, abdominal pain and loss of appetite.

**C Complete the gaps in the following text with information from the interview in B.**

The garment industry has become a major source of employment, especially for ____________. There are ________ million garment workers in Bangladesh and ________ of them are girls. 30 percent of women are aged between ______ , and _____ . The working condition of garment are not ________ . They suffer from a variety of problems but the saddest thing is that they paid



**D Read the following text and discuss the questions with your partner.**

She loves challenges and when it comes to pursuing her goal, nothing can daunt her determination and courage. Today, Rozia Chowdhury is one of the leading women of our country. In the early seventies when professional women were not encouraged to seek jobs of their own choice, Ms Chowdhury launched her own advertising agency, Adcom ltd. Now, this is one of the biggest advertising firms in Bangladesh. "There is no alternative to hard work", says Rozia Chowdhury. "There is no short cut to success," she adds. "You should also be passionate about your work, otherwise you will be depressed and that will affect your work and performance."

What is an Advertising agency?

What, according to Rozia Chowdhury, is the way to success? Do you agree with her?

**E Write down your views about women's contribution to the development of our country.**

.

# Lesson 3

## Meena

**Objectives:** By the end of the lesson you will have

- asked and answered questions
- read a story and filled in blanks
- read a story and arranged pictures in right order
- written about work you and another member of your family did

---

**A Look at the pictures. Can you tell who is she? Ask the questions about her to your**




**B Read the following text and fill in the blanks in the speech bubbles below.**

One day Meena and her parrot, Mithu, climbed a tall tree to pick a mango. She picked the mango and took it to her mother. Although Meena had picked the mango, her mother gave the larger share of the fruit to Raju. Meena felt very disappointed. At dinner, Meena noticed that Raju as usual had got an egg but- she did not. Mithu was not pleased to see that. Mother wanted to see if the children had washed their hands before they started eating. While they were outside washing their hands, Mithu divided the egg into two and put half of it on Meena's plate. Coining back, Raju was upset to see that half of his egg had gone. Grandma thought that Raju as a boy child needed more food but Meena's father disagreed. He said that Meena needed just as much food as Raju. Raju thought that he had worked harder than Meena and so he deserved more food.

Hey, what ______ (happen) to my egg I was not here

1 _____ (divide) the egg before you came back.

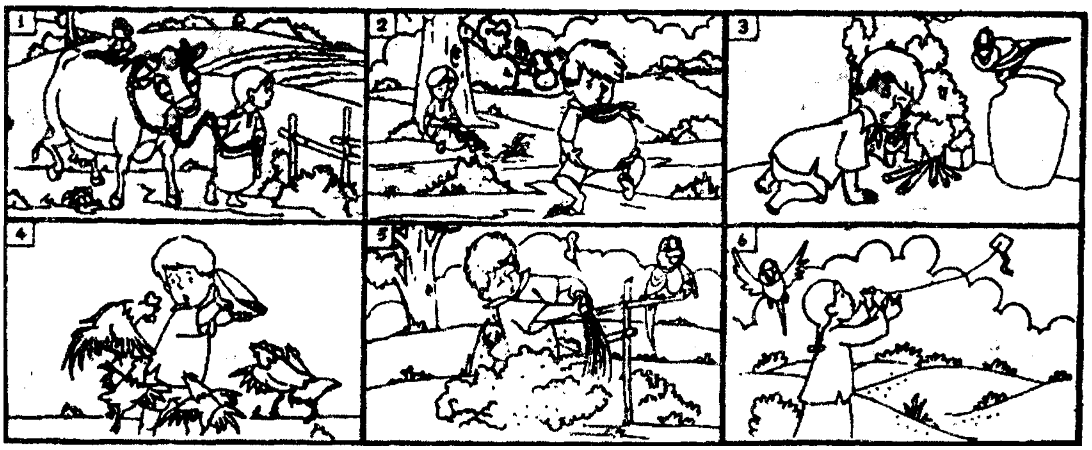
As I _____ (work) hard all day I need more food.

They ______ (wash) their hands before They sat for dinner.

**C Read the rest of the story and arrange the pictures in right order.**

Next morning Meena told Mithu to wake up Raju as he had to light the fire. Raju found out that it was not easy to light the fire. The room filled with smoke. Mithu started to laugh. When Raju tried to sweep the floor, the dust flew all over the place. He found that it was difficult to sweep as well! Meena took Lalli the cow out to the fields to graze. Meanwhile, the hungry chickens jumped all over Raju.

Meena had fun in the field. She played with a kite while Lalli grazed. Meanwhile, Raju was finding it hard to do Meena's work. The neighbours were surprised to see Raju, not Meena, collecting water. Raju found the pot very heavy.



**D Make a list of what Raju and Meena did on that day. Tell your partner which one of them you would like to do.** For example,

I would like to sweep the floor and light the fire.

I would like to go for grazing the cow.

**E Usually a boy and a girl do different kinds of household work in our country as listed below. Describe how you would feel if you have to do a boy's work ( if you are a girl) or a girl's work (if you are a boy).**

**Girls do**

Keeping the house tidy
Washing clothes and
dishes Sewing
Cooking
Looking after younger brother and sister

**Boys do**

Going to bazar
Going to different offices to pay the bill for example, water, electric, gas bill, etc
Thing domestic animals to the field
Gardening

# Lesson 4
# Three wishes

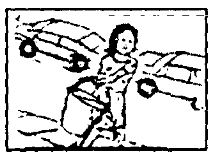
**Objectives:** By the end of the lesson you will have

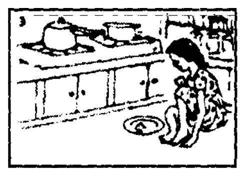
- matched captions with pictures
- read a text and written down Meena's wishes
- made a list of wishes and written them
- written a paragraph on Meena's wishes
- suggested what to do in various situations

---

**A Match the captions with the appropriate pictures.**








a I wish I could go to school.

b I wish I would have a nice meal.

c I wish I had a lot of money.

**B Read the following text and write down Meena's wishes.**

One day Meena's grandmother was telling Meena and Raju about Aladin's magic lamp. Her grandmother said, "When he rubbed it a magic Genie appeared and granted him three wishes. Meena said, "I wish I had a magic lamp! Then I would wish everyone to be healthy." Grandmother continued, "Aladin also had a magic carpet. He flew to different countries on his magic carpet and saw many wonderful things". That night in her dreams Meena, Raju and Mithu flew on a magic carpet. They saw many strange things.'Meena planned to use the magic lamp. She rubbed her magic lamp. A Genie magically appeared and bowed before them. The Genie said, "I'm the Genie of the lamp. Tell me what is your wish." Meena said, " I wish that everybody could have access to sanitary latrines." Magically a sanitary latrine appeared. The Genie said, "Please use this new sanitary latrine and be healthy." The Genie asked Meena and Raju for their second wish. Meena said, "I wish that everyone could have access to safe and clean water." The Genie waved his hand and a hand-pump appeared magically. Some women and children gasped in amazement and rushed to collect water from the hand-pump.

"What is your third wish?" finally asked the Genie.

**C Guess what Meena's third wish was. Make a list of things, one of which could be her third wish. Now make the wishes in writing. Start like, this:**

1. I wish that

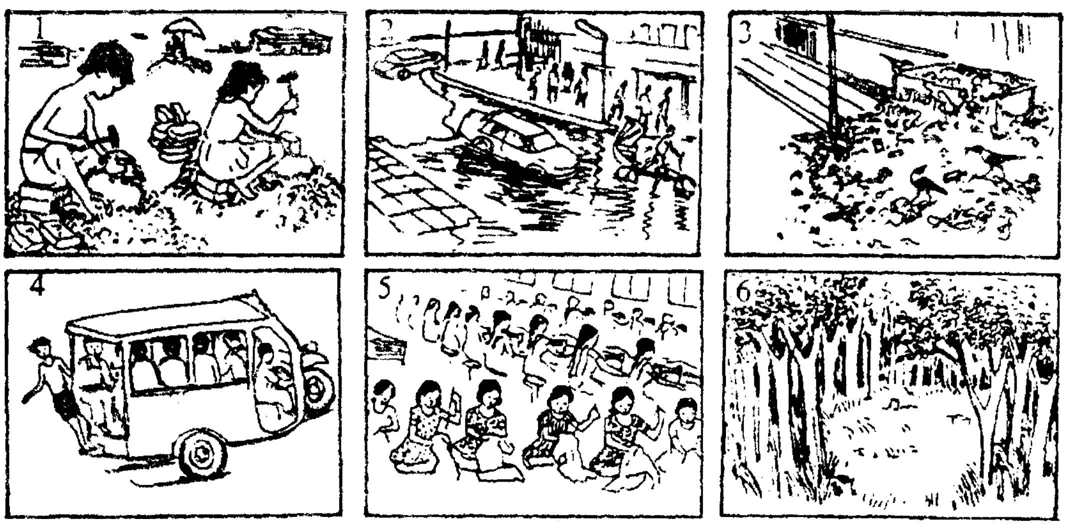
2. I ……………

Compare your list with a partner.

**D Write a paragraph connecting the following clues.**

| |
|---|
| Suffering from diarrhoea |
| Drinking unsafe water |
| Keeping a safe and healthy environment |
| Washing hands with soap or ash before eating and after using the toilet |
| Using sanitary latrines |

**F Look at the following pictures. What would you wish in those situations? For example, I wish the boy and the girl could go to school.**

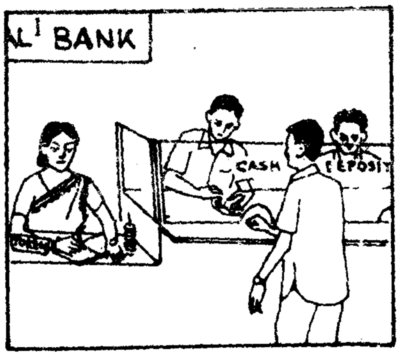


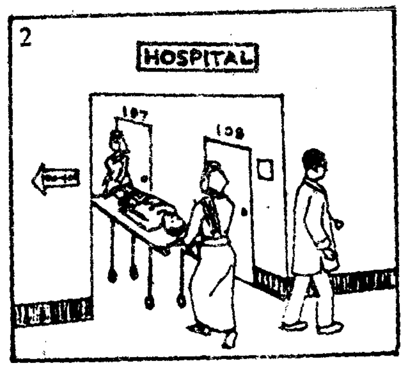
## Lesson 5
## Career windows

**Objectives:** By the end of this lesson you will have

- matched pictures captions
- read a text and noted, down difference
- told p4ttrc:r about the text
- read given reason for choice

**A Look at the pictures. Match the names of the professions with the work in places.**




| |
|---|
| compounder<br>nurse<br>doctor<br>teller<br>cashier |

**B Read what Dr. Nafiza Rehman is telling about her profession. Note down the difference in the profession between her time and the present time.**

## Dr. Nafiza Rehman

"When I was at medical college any 20% of the students were women," says Dr. Nafiza, a gynecologist talking about how things were during her early years. But now I can see that the percentage wavers between 40% and 50 %". This is a clear indication that now more than ever women are entering the medical profession. "Mind you these women are here because of their merit" she emphasizes. "In the highly competitive world of the medical profession over the years you can see that there has been a remarkable and notable increase in the participation and performance of women. Due to the nature of the profession there is less discrimination faced by women. The new-generation doctors are more assertive, freer and more open-minded than we were at that age. They are professional and most of them are quite career-oriented", comments Dr. Nafiza. She however points out that there is still some lacking in the overall training of young doctors. "Earlier it was essential for doctors to go abroad for their post graduate degree in order to get a better exposure and acquire a more professional, cultural orientation in dealing with patients. But nowadays due to access to such postgraduate degrees here in Bangladesh many women opt for a degree in Bangladesh rather than leave their families and go aboard. This limits their perception and vision about how treatment of patients should be, especially, in case of humane patient dealing". As there are no such specialised training opportunities in Bangladesh, she believes that it is essential to know what is happening around the world. Her advice to the new generation of young women doctors is: "Keep up to date with knowledge regarding technology and research. And if you cad, try and go to international seminars and keep abreast of new treatment methods in the hospitals abroad. Try to make sure you keep pace with the rest of the world".

**C Read the text again and tell your partner what you know about the following?**

- New generation women doctors
- Professional training of young doctor
- Advice to young doctors

**D Read what a banker is saying about her profession and write down the definitions of the words below.**

## Tazneen Karim

Tazneen Karim is the corporate, manager of SMC Bank. She has been associated with the bank for eleven years and is the senior most woman working there. She is the first female executive to get onto the bank's management committee. In the beginning, there were only a few women in the various positions. But in time, there were a lot of changes and many more women were given opportunities in different departments of the bank. At present, there are 49 women, in total, working in SMC Bank and the majority of them are in the management cadre. Every year, the Bank takes in new management trainees, with 50% men and 50% women. Young recruits are given an equal chance of pursuing a good career. She adds, "As far as the bank is concerned, we are ready to take in as many women as possible, women who are interested in taking up banking as a career. Here men and women are treated equally, regardless of gender, which ensures an environment for people to excel in."

- corporate manager
- management committee
- management trainees

**E Which of the two professions do you think more interesting? Give your reasons**

# Unit Twelve : Sparkling Stars

## Lesson 1

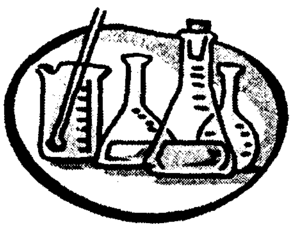
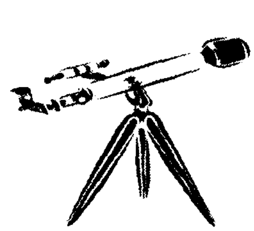
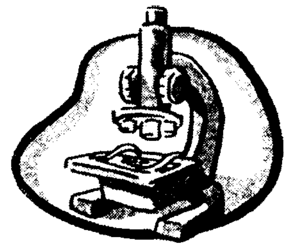
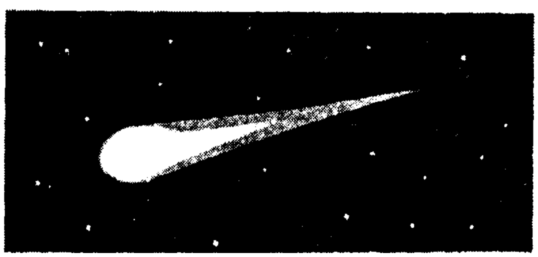
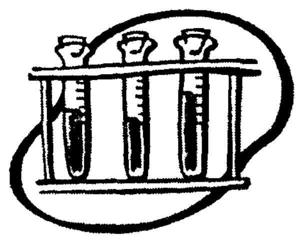
## An icon of the 20th century

**Objectives :** By the end of the lesson you will have

- looked at some pictures and answered questions
- listened to a text and completed a chart of dates and events
- re-written statements
- taken part in gap filling activity

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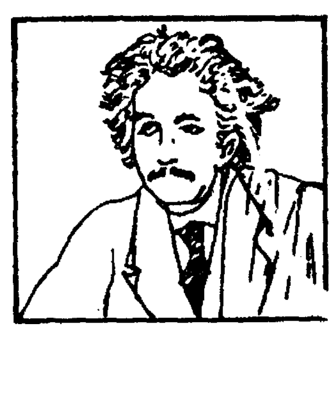
**A Look at the pictures below. Work in pairs and answer the questions that follow.**

- What do you see in the pictures?
- Some of them are related to each other. Which pictures are related?
- How are the pictures related?
- What could be the instruments used for?

**B Look at the picture and answer the questions.**

- Describe the man in the picture, i.e. what is he wearing, how old is he, etc.?
- Who is he?
- Where's he from`?
- What's his profession?



**C Read the statements below. Some of the statements are true and some are false. Listen to the text and write T for `true' and F for `false' statements. In case of a false statement give the correct information.**

- He spent 1895 in a far- off high school.
- There among pleasant friends, students and excellent teachers, Einstein finished his studies.
- He taught chemistry and physics in a secondary high school.
- Einstein obtained a post in an American patent office.
- He submitted four of his scientific papers to the University of Zurich.
- He sent the second paper to the University of Bern.
- He received an appointment as full professor of physics at the University of Zurich.
- Einstein received the Nobel Prize in mathematics.

**D Listen to the text again and complete the chart.**

| **Dates** | ~ **Events** |
|---|---|
| March 14, 1879 | |
| | Moved to Milan, Italy |
| | Studied in a secondary school |
| 1896 | |
| 1900 | |
| | Begins to work at Swiss patent office |
| | Obtained a post at the Swiss patent office |
| 1905 | |
| 1908 | |
| | appointed as associate professor of physics at the University of Zurich. |
| 1921 | |

**E Read more about Einstein and fill in the blanks with a/an/the/to/in/at/for. Put x in case of an unnecessary gap.**

As child, Einstein was ---- very lonely and shy. He preferred play by himself in -- parks and woods. He first realised ----------- wonders of science ------the age of four, when he was introduced ………………..magnets and their properties by his father. Einstein later said " That experience made ------------------------ deep lasting impression on ---- me." Later --- his life as --- kid. Einstein's uncle Jacob introduced him --- -mathematics and specifically, equations. School was ----------------unpleasant experience for Einstein. He was disgusted by how war strategies were taught --------------- school. ------- the age of fifteen, Einstein went to Milan, Italy with his family. ------------- Italy he felt free --------the first time, with nobody ---- guide every step of his daily life. He travelled through ---countryside, visited ---------------museums and art galleries. attended concerts and lectures and most of all read books and ---- more books.” He had -………….. incredible taste for knowledge."

# Lesson 2

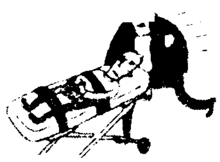
## Mother Teresa

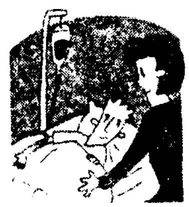
Objectives : By the end of the lesson you will have

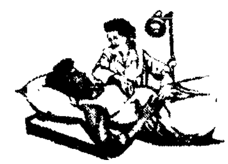
- looked at some pictures and answered questions
- listened to a text and filled in gaps
- identified true and false statements and given the right information when false
- written a biography

---

**A Look at the pictures. What do you see? Work in pairs. Ask and answer the following questions.**







- Have you ever been ill?
- When was it?
- What sort of illness was it?
- How did you feel at that time?
- Who looked after you?
- Besides medicine what else do you need in time of illness?

**B Work in pairs. Ask and answer the following questions. Look at the picture. Do you know her? She is Mother Teresa.**

- Describe tile person.
- What is her profession'?
- Where did she work?
- Is she still alive?



**Listen to the text and rill in the gaps.**

Mother Terasa was moved by the ……………. of the sick and dying on the ………. of Calcutta, She founded the "Home ---- the 'Dying Destitute" and named it Nirmal Hriday, meaning" ". She and her fellow nuns brought people off the streets of Calcutta to this ……… to care for them during the days before they ……. Ever since then, more than ……… of men, women and children have been taken from the streets and to Nirmal Hriday. Approximately------of those had the opportunity to die in an …..of kindness and love. In their last -------they met human and Divine love, and could feel that

they also were --------- of God. Those who ------------ , the Missionaries of Charity tried to find ------------------- or they were sent to homes where they could live happily some more years in a caring environment. Regarding ----- to family Mother Teresa said, "Maybe in our own -- we have somebody who is feeling …….. , who is feeling ---------------------------- , who is feeling worried. Are we there? Are we to give until it hurts in order to be with our families, or do we put our first? We must remember that love begins at --------- and we must also remember that future of passes through the family."

**C The following statements are taken from B. Some of the statements are true while others are false. Listen to the text again and say which statements are true and which are false. In case a statement is false, give the true statement.**

- Mother Teresa was moved to see the epidemic that spread in the streets of Calcutta.
- She opened a home for both rich and poor people.
- She and her companions would bring in the people who were dying in the streets.
- More than 42000 old people were brought to "Nirmal Hriday."
- All the 42000 people who were brought in to the home died.
- Mother Teresa brought the dying people to the home so that they could get an environment of a hospital.
- In their last hours the dying destitute met Mother Teresa and became children again.
- The survived ones would get a job or home so that they could spend some years happily in a family, cared and looked after.

**D Write about Mother Teresa with the help of the information from the box.**

Born-August 271910
Father-Albanian builder
Birth place-Skopje,
Macedonia Sister/brother-
two older
At the age of 18-joined the Order of the Sisters of Our Lady of Loreto in Ireland
1928-began her journey to India
1931-began teaching at a Calcutta girls'
school 1952-founded "Nirmal Hriday"
1953-started an orphanage
1957--she and her Missionaries of Charity began working with lepers
1979-wins Nobel Prize
Died-September 5, 1997

# Lesson 3
# A banker to the poor

**Objectives :** By the end of the lesson you will have

- answered questions about borrowing money
- rearranged jumbled sentences in a paragraph
- written a paragraph

**A Work in pairs. Ask and answer the following questions.**

- Why do you think people borrow money?
- What are the sources you can borrow money from?
- Have you ever borrowed any money? If so, why did you need the money?
- Where or who did you borrow it from?

**B Look at the phrases in the boxes. Guess the meaning of the phrases. Find these in The extracts from different newspapers below and match them with the meanings.**

I a lot of trust
2 and it works
3 an honourable name

Box-1

4 an escape from poverty
5 sets free powerless poor
6 micro-credit

Box-2

7 bring wealth, to the underprivileged

Box-3

***News items***

1 *Muhammad Yunus is a banker with a plan to end world poverty with Pound 17 and a lot of trust. And it works.*

*The Guardian, London, 31 October 1998*

2 *The man who finally gave money lending an honourable name: Professor Yunus offers an escape from poverty.*
*Rose Wynne-Jones, The Express, London, 29 October*

3 *Visionary banker sets free powerless poor: Bangladesh's famous financier uses micro-credit to bring wealth to the underprivileged of man _y nations. RoseMary Righter, The* ***Times, London, 31 October 1998***

***Meanings***

| | |
|---|---|
| a to help the people having a lower standard of living to earn money | e to help the people who are helpless and have no money |
| b not having too less an amount of money anymore | f it is successful |
| c to believe someone very much/ to have faith in someone very much | g respectable and famous . |
| d to lend money in small amounts | |

**C Read about professor Yunus. The text is in jumbled order. Re-arrange it.**

Educated in Chittagong, he was awarded Fullbright scholarship and he received his Ph.D. from Vanderbilt University, in USA. He is the founder and Managing Director of the Grameen Bank. In 1972 he became head of the economics department at Chittagong University. Muhammad Yunus was born in 1940 in Chittagong, the business centre of Eastern Bangladesh. In 1997, Professor Youns organised the world's first Micro-Credit Summit in Washington, DC. He was the third of 14 childern.

**D Read the news items in B again. Give a title to each extract. Then write a paragraph on how professor Yunus is helping the poor. Avoid using the same phrases. Give a title to your paragraph.**

# Lesson 4
# He flies like a butterfly but stings like a bee

**Objectives :** By the end of the lesson you will have

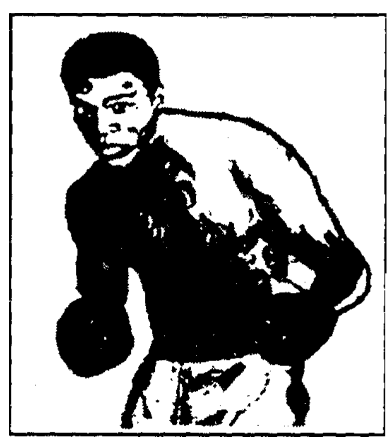
- guessed the meaning of the title
- read a poem and answered questions
- filled in gaps
- written a paragraph

---

**A Read the title of the lesson. Work in pairs and guess.**

- Who does the title refer to?
- What does the expression `flies like a butterfly' mean?
- What does the expression `stings like a bee' mean?

**B Look at the picture and answer the questions.**



- What do you see in the picture?
- What is his job?
- Was he good at it?
- Write down some words to describe his qualities.

**C The following poem was composed by Muhammad Ali. Read the poem and answer the questions that follow.**

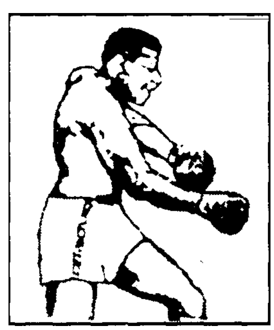
*Muhammad Ali,*
*The most popular fight*
*that ever will be;*
*He ta ks a great deal a*
*brags indeed*
*Of a powerful punch a*
*blinding speed;*
*The fistic world is dull a*
*weary;*
*With a champ like Forema*

- Give another word for `legend'?
- Why did Muhammad Ali consider himself a legend?
- What sort of a fighter was he?
- Who do you think Foreman was?
- Was Foreman an interesting champ?
- Which line in the poem refers to the idea that there will never be any fighter like him?
- Was Muhammad Ali a fast fighter?

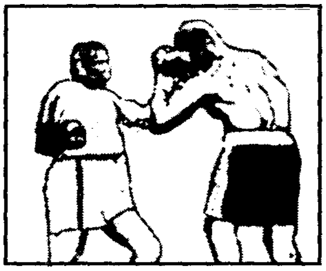
**D Below is some more information about Muhammad Ali. Look at the pictures and read the information. Work in pairs and complete the table. One is done for you.**



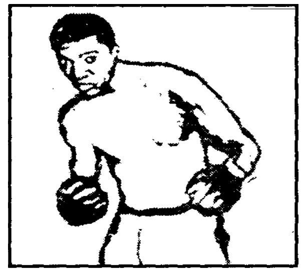
*Sept. 5, 1960*
*Louisville's Cassius Clay, fighting in the light heavyweight class, wins a gold medal at the Rome Olympics.*



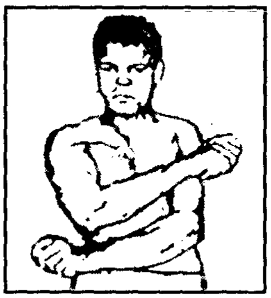
*Feb 25, 1964*
*Clay wins the world heavyweight championship by defeating Sonny Liston in seven rounds at Miami Beach, Florida*



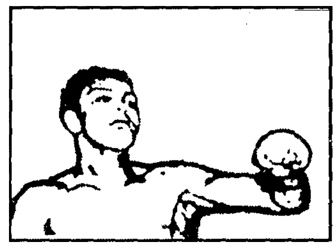
*May 25, 1965*
*Clay retains his title by knocking out Liston in the first round in a fight at Lewiston.*



*Oct. 26, 1970*
*Cassius Clay, now Muhammad Ali, stops Jerry Quarry in three rounds controversial at Atlanta*



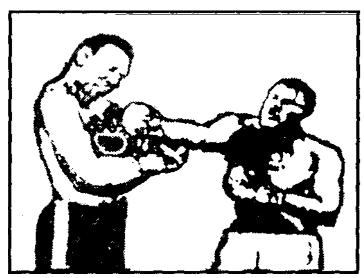
*March 8, 1971*
*Ali challenges Joe Frazier for the heavyweight title but loses a unanimous decision after getting up from a knockdown in the 15th round.*



*June 28, 1974*
*Ali wins a unanimous decision over Joe Frazier.*



Oct. 30, 1974
Ali regains the world heavyweight title By knocking out George Foreman in the 8th Round in Kinshasa, Zaire.



Oct. 1, 1975
Ali defends his title by stopping Frazier after 14 rounds

| Date | Place | Event | Result |
| --- | --- | --- | --- |
| Sept. 5, 1950 | Rome | Olympic games | Gold medal |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**E Do you like or dislike Muhammad Ali? Give reasons in favour of your answer.**

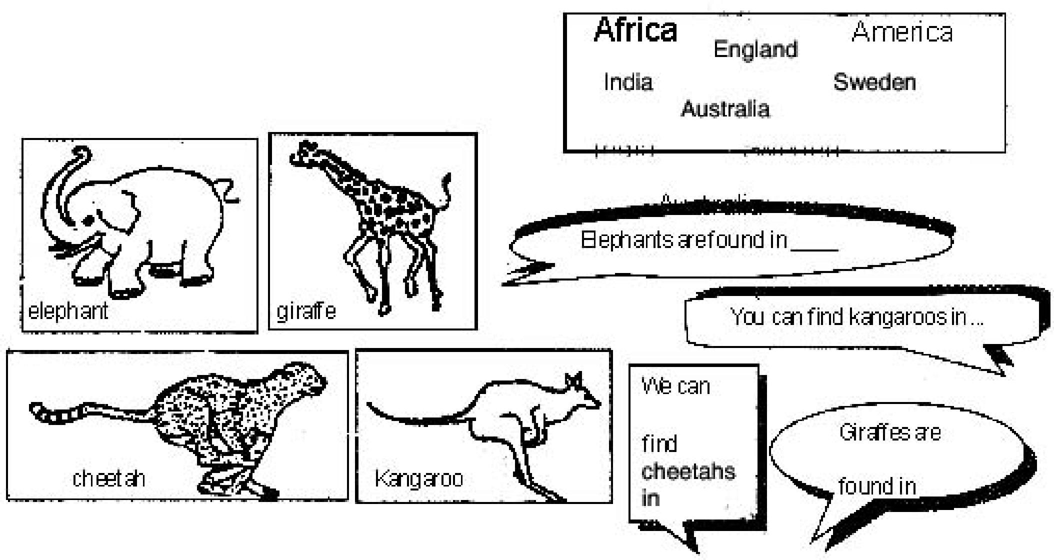
# Unit Thirteen : Believe It Or Not

## Lesson 1
## Dinosaurs! Dinosaurs!

**Objectives :** By the end of the lesson you will have

- talked about animals and their habitats
- read information and matched them with pictures
- filled in a table with information from texts
- asked questions on dinosaurs
- described similarities between dinosaurs and other animals
- written about what you would do if you encountered a dinosaur

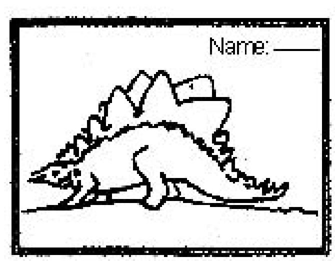
**A Look at the pictures below and tell your partner which country the animals are found in.**



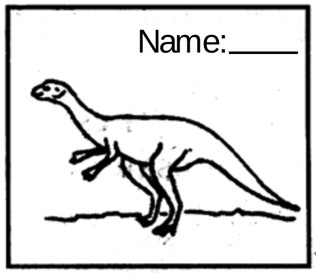

**B Read the information on dinosaurs below and match them with the pictures.**

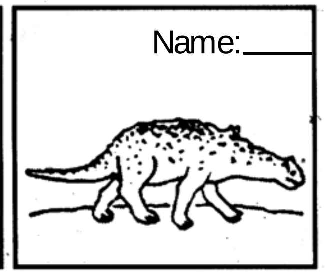
1. The tyrannosaurus was a dinosaur that lived on meat. It had a duck-like figure with a lizard-like tail and giraffe-like neck. The short hands it had were used to balance its body.

2. The lesothosauraus looked like a big cat with rough skin and spikes.It ate plants. It also had a long tail that it used to keep the enemy away. It could move like a cat on its four legs.



3. The stegosaurus was a plant eating dinosaur that had a bulky body. It had a unique way of protecting itself from the enemy with its spike. Its whole body was covered with strong spikes. It had small legs like an




C Choose two of the dinosaurs. Then complete the table with information from texts 1, 2, 3 above.

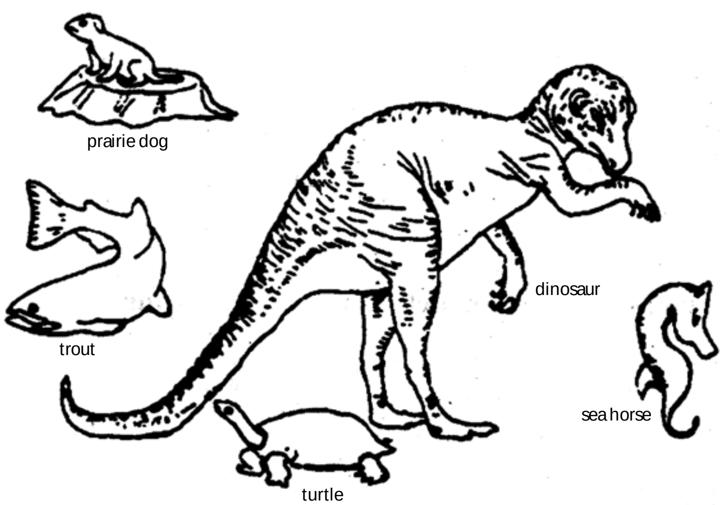
## DINOTABLE



| NAME | SIZE | FOOD | HABIT | FEATURES |
|---|---|---|---|---|
| | | | | |
| | | | | |



**D Look carefully at the pictures. Write down the similarities and differences that you notice between the dinosaur and the other animals. The following clues will help you.**




**skin**
**head**
**neck**
**body**
**tail**

**E Imagine that you have lost your way. Suddenly, you find yourself in front of a dinosaur. Write down what you would do.**

# Lesson 2

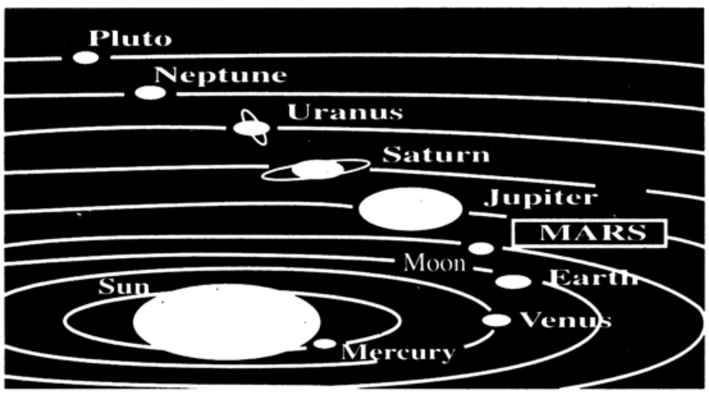
## Exploring Mars

**Objectives :** By the end of the lesson you will have

- answered questions
- read texts on Mars
- completed a dialogue
- discussed differences of living on Mars and on Earth
- made a list of things necessary for taking to Mars

---

**A Look at the picture of the Solar System and answer the questions.**




1. Which is the fifth planet from the Sun?
2. What is the position of the Earth?
3. Which planet is after Saturn?

**B Read "hat Colonel Glenn is saying on Mars.**

I can see the OlympusMoon. It is clearly the largest volcano on Mars. This is huge. Almost 25 kilometres tall and 600 kilometres wide. Mars also has several similar volcanoes, many craters, and a huge valley system that is 4,500 kilometres long and in places 7 kilometres deep.

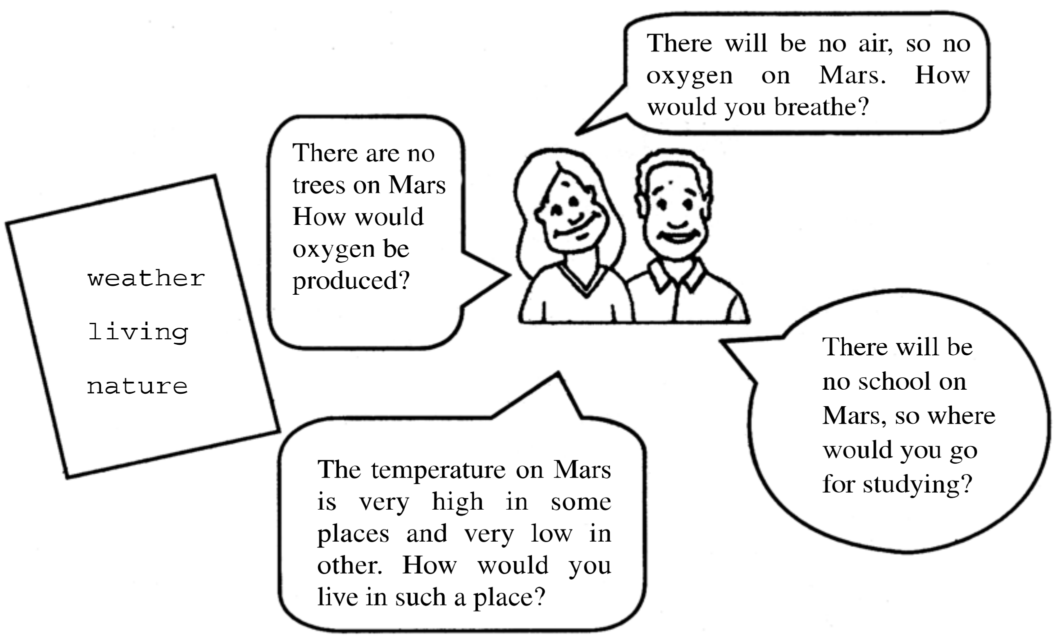
Mars looks red because its surface is covered with red dusty soil. Mars is a small world with about half the diameter of the world. It has a thin atmosphere and no liquid water on its surface.

**C Complete the interview that Colonel Glenn is giving after he has come back from Mars.**

*Journalist* : You said Mars looked red. Why was it so?
*Colonel Glenn* :
*Journalist* :
*Colonel Glenn* : The diameter of the Mars is about half of the world.
*Journalist* : Does the Mars have any liquid water on its surface?

*Colonel Glenn* :
*Journalist* : Which is the largest volcano on Mars?
*Glenn* :
*Journalist* : *How* big is the Olympus
Mon? *Glenn* :
*Journalist* : *How* long is the valley of the
Mars? *Glenn*

**D Discuss with your partner how living on Mars would be different from living on Earth. Note the following points when you are discussing.**



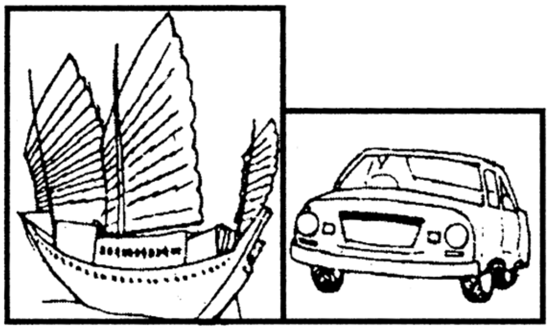

**E Imagine that you are the leader of a team going on an expedition to live on Mars. Make a list of the things your team members might need while in Mars. Explain why they would need those things.**

## Lesson 3
## What is it made or.

**Objectives :** By the end of the lesson you will have

- chosen items needed for making a car and a ship
- read texts about how steel, glass and rubber are made
- matched ingredients with products
- talked about what different things are made of
- written the process of making alloy

**A Look at the pictures. Discuss what you need to make a car and a ship. Work with your partner and choose the necessary items from the list.**



rubber, steel plates, glass, engine, bulbs, wood, plastic, cement, water, cloth

Iron is made from iron ore, a common material found all over the world. Iron is combined with carbon and a small amount of other chemical elements. Then it is heated to make steel, which is more durable than pure iron.

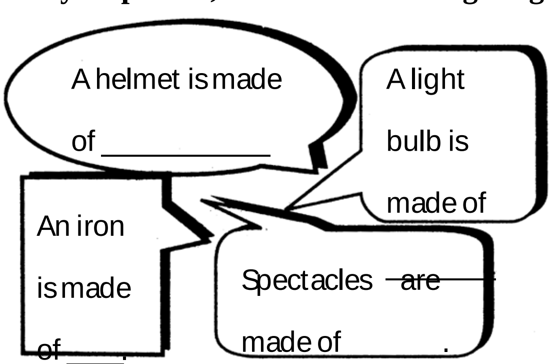
It may surprise you to know that glass is made of sand. In a glassworks, sand is mixed with other substances, and heated until it melts. As it cools it becomes thicker, and can be moulded or blown into shape before it hardens to form glass. Metal containing compounds can be added to make

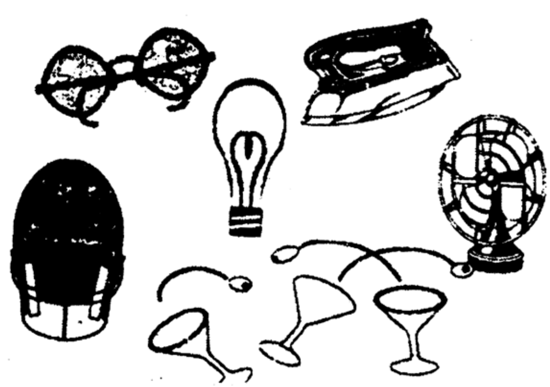
Rubber is a natural material-it is solidified latex, which is the sap of a rubber tree. Its properties can be changed to make it stronger and more elastic, by a process called vulcanization. This involves heating the rubber under pressure with Sulphur.

Match the elements in column 2 with what you need to make the things in column 1.

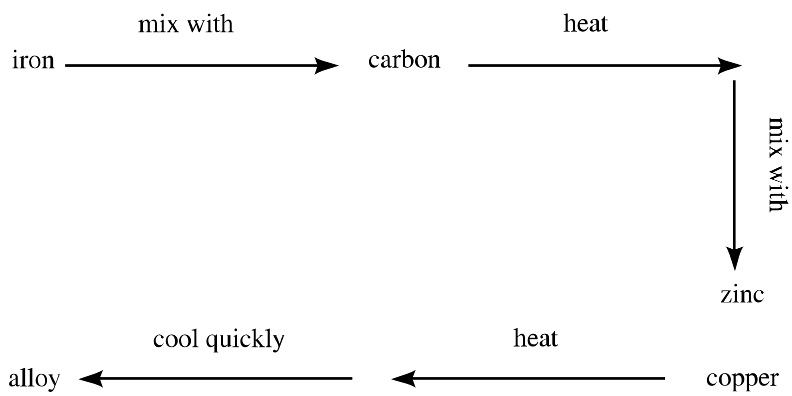
| | 1 | 2 | |
|---|---|---|---|
| | steef | Sand | |
| | | Sulphur | |
| | Glass | | |
| | | Iron ore | |
| | Rubber | | |
| | | Meta | |
| | | Carbon | |

**C Tell your partner, which of the following things are made of 1) steel, 2) glass and 3) rubber?**



**D Look at the following diagram. It demonstrates the process of making alloy. Write down the process in your own words.**




## Lesson 4
# Light, camera, action

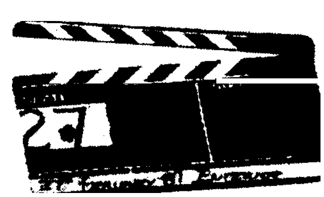
**Objectives :** By the end of the lesson you will have

- answered the questions from a picture
- discussed film making
- filled in gaps with information from a diary page
- listed information from a text
- found right and wrong statements

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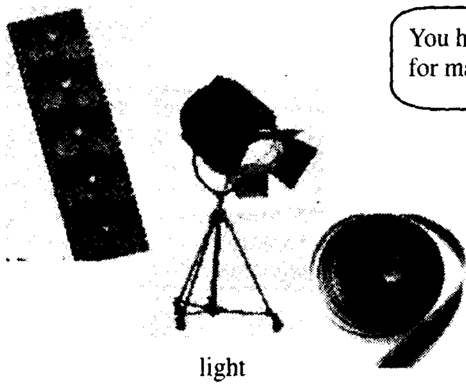
**A Look at the clapperboard and answer the questions below.**

What is the name of the film?
Who is the director of the film?
What is the date when the film was shot?



clapperboard

**B Do you know how films are made? Discuss with your partner what you know about film making. Think about the clues given in speech bubbles.**



spool film

light

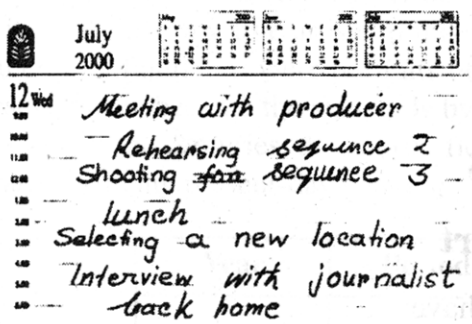
You have to select a story for making a film.

You need to have actors and actresses for the film

You have to go to a location or a studio for shooting the film.

You need special make-up
And dresses for the actors
And the actresses.

**C Read the following diary page of a director and fill in the gaps with the information from the diary.**




## A Busy Day of Director Rehman

The director starts his day with a------------with the producer. After that, he goes to the studio. There he ……….. sequence 2. From there, he goes to a shooting spot where he-- his sequence 3. He ……. -- his lunch at the shooting spot. He comes back to the studio after lunch where he goes for …….. a new location. He meets the journalist for an--. He …… to home at around--- in the evening.

**D Read the text below and list the information that is new to you. Then, compare it with your partner.**

**<u>What is a film?</u>**

When we see a movie, the continuous action we see on screen is a clever illusion of movement. For a movie is not one continuous image, but thousands of still pictures. They fly by so fast that we do not see individual images. The illusion works because our eyes need a little time to take it what they see.

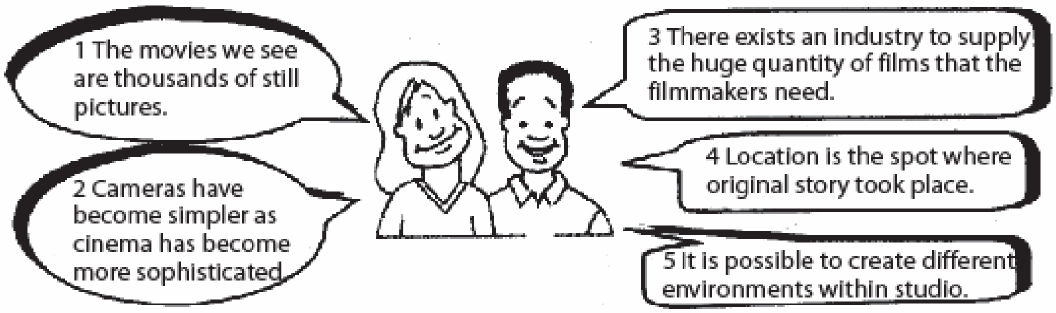
***Raw Materials :*** At every cinema performance thousands of meters of film pass before the eyes of audience. A minute of cinema requires more than 27 m (90 Ii.} of film. To supply the enormous quantity of film that movie companies need a different industry is there.

***Camera*** :As the cinema has become more sophisticated, it has become more complex too. Today's film cameras are combination of optics, mechanics and electronics. Different cameras are built for different purposes, but some multipurpose cameras are compact enough for difficult location shooting.

***Location :*** Shooting at location does not always mean visiting real places where the story has taken place. For instance, if the story requires that the characters be at the Himalayas, one can choose any hilly area as location.

***Sets and Props :*** Within the four walls of a studio, filmmakers create the atmosphere they need. They make storm-tossed oceans and snow-covered mountain peaks. They make the surface of the moon on the floors. These illusions are possible through the magic of the set …….. the studio scenery ……… and the props.

**E Read what Rina and Rafiq are saying. Tell your partner which one is right and which one is not.**




**F Imagine that recently you had seen a movie but did not enjoy it. Write a dialogue with your partner discussing why you did not enjoy it.**

## Lesson 5

## Chinese art

**Objectives:** By the end of this lesson you will have

- asked and answered some questions
- read a text and filled in a table
- asked some questions

**A Look at the pictures. Ask the following questions to your partner.**



**B Read about Chinese art and fill in the table.**

**Vases**

The blue and white porcelain vases were produced during the Yuan period (1279-1368) in China. Artists discovered that painting a mixture of ground cobalt and water onto a piece produced a rich blue decoration, if kept before fire. This blue and white ware became popular in China, as well as in Europe and the Muslim world. The decorative art of China displays more technical excellence than great beauty.

**Decorative art**

Bottles of various bright colours were popular both in China and abroad. Wooden furniture, frequently decorated increased in popularity both at the imperial court and among wealthy officials and merchants.

**Paintings**

The Tang Dynasty, from 618 to 906, was a period of growth and prosperity for the arts in China. Painting during this period was dominated by landscapes. Tang paintings contain bright blues and greens. Painting, with its many different schools and styles, is often cited as the greatest achievement of Song period. A royal painting academy was established, and the court patronized many fine artists in this time. Bird and flower themes were always popular with the royal family, as were portraits of favourite pets and children. Many Song paintings of these subjects became the standards by which later works were judged. Copied again and again through the centuries, the courtly floral and portrait styles of Song paintings have been continued by many present-day Chinese painters.

| Year | Period | Thing | Colour |
|---|---|---|---|
| | | | |
| | | | |

**C The following is an excerpt from an interview on Chinese art. Guess and write down the questions in the interview.**

**Journalist** :
**Expert** : Vases were mainly produced in the Yuan period.
**Journalist.** :
**Expert** : They used rich blue and white colours for the vases.
**Journalist** :
**Expert** : This kind of art was mainly found on the snuffboxes and on furniture.
**Journalist** :
**Expert** : Bright blue and green are characteristics of paintings of Tang dynasty.
**Journalist** :
**Expert** : A Royal painting Academy was established at that time. Paintings flourished during this period.

**D Have you ever painted or drawn anything? What were the subjects of your paintings? What were the colours you used?**

# Unit Fourteen : Buildings and Monuments

## Lesson 1

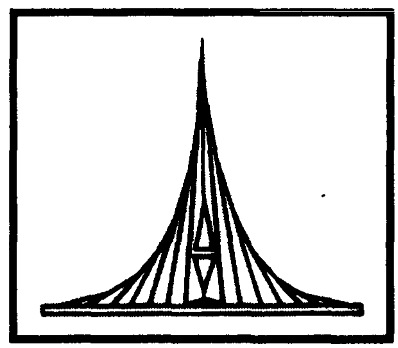
## The National Memorial

**Objectives :** By the end of this lesson you will have

- looked at a picture and asked and answered questions
- read a text and completed a table
- completed a conversation
- answered questions

---

**A Look at the picture.**
**Ask and answer in pairs what you know about it.**



**B Read about the National Memorial at Savar and complete the table.**

The National Memorial at Savar is a symbol of the nation's respect for the martyrs of the War of Liberation.

It is built with concrete, but made of blood. It stands 150 feet tall, but every martyr it stands for stands so much taller. It is an achievement the dimensions of which can be measured, but it stands for an achievement, which is immeasurable. It stands upright for the millions of martyrs who laid down their lives so that we may stand upright, in honour and dignity, amongst the nations of the world.

Most prominently visible is the 150 feet tower that stands on a base measuring 130 feet wide. There is actually a series of 7 towers that rise by stages to a height of 150 feet. The foundation was laid on the first anniversary of the Victory Day. There is actually a plan to build a huge complex in several phases. The entire complex will cover an area of 126 acres. The plan of this complex includes a mosque, a library and a museum. The relics of the liberation war will be kept in the museum. They will ever remind our countrymen and all who would come to visit the museum of the valiant struggle and supreme sacrifices of a freedom loving people. Here also will be a clear warning to all oppressors that the weapons of freedom need not be very big, and that oppression will always be defeated. The will of people prevails, for man is born to be free.

The most moving sight of the complex is the several graves of the martyred freedom fighters: close to the tower. Standing in front of the graves we bow down our heads in respect, as the towers soar up symbolizing the loftiness of their spirit.

| Area | Height | Width | Towers |
|---|---|---|---|
| | | | |

**C Imagine you have taken your foreign friend to visit the National Memorial. Fill in the gaps in the following conversation.**

represent, incomplete, library, mosque, museum, area

**John:** This is fantastic! but what do the 7 towers stand for?

**Shibli:** Well, they ____________ the 7 War Heroes.

**John:** Right. The complex looks_______. What are they constructing over there?

**Shibli:** Well, there will be a ________, a________, and a __________in this area.

**John:** Ok! Then it will be a complete memorial. What is the total ____________?

**Shibli:** About 126 acres.

**John:** A monumental feat for your war heroes indeed!

**D Write answers to the following questions.**

1 What will the memorial remind its visitors of?

2 Why is the museum built near the monument?

3 What does the author mean when he says that the national memorial was built with concrete but made of blood?

# Lesson 2

## The Shat Gambuj Mosque

**Objectives :** By the end of this lesson you will have

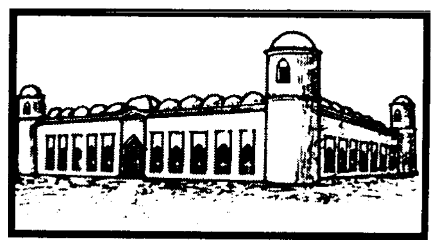
- asked questions
- read a text and defined some works
- read a text and ticked correct expressions
- completed table
- written a paragraph comparing the two mosques

---

**A Ask the questions to your partner.**

1 Do you pray?
2 Where do you pray?
3 Have you seen/heard about the Shat Gambuj Mosque in Bagerhat?
4 Can you tell how old it is?
5 Do you have any mosque near your house?

**B Read the text and tell your partner what the words below refer to in it. The Shat Gambuj Mosque, Bagerhat**

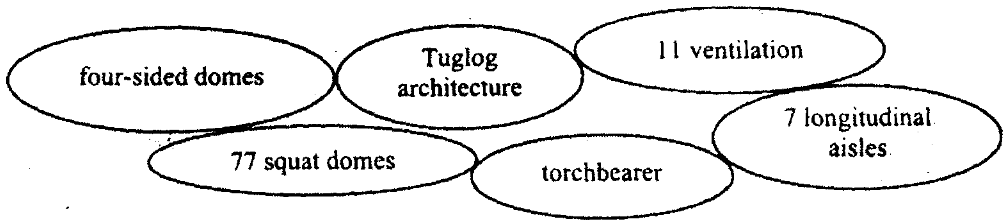


In mid-15th century, a Muslim colony was founded in the inhospitable mangrove forest of the Sundarbans near the seacoast in Bagerhat district by a saint Ulugh Khan Jahan. He was the earliest torchbearer of Islam in the South who laid the nucleus of an affluent city during the reign of Sultan Nasiruddin Mahmud Shah (1442-59), then known as 'Khalifatabad' (present Bagerhat). Khan Jahan adorned his city with numerous mosques, tanks. roads and public buildings. The most spectacular of which is the imposing multidomed mosque in Bangladesh, known as the Shat Gambuj Masjid. The stately fabric of the monument stands on the eastern bank of a vast sweet- water tank, clustered around by the heavy foliage of a low-lying countryside characteristic of a seacoast landscape.

The mosque is roofed over with *77* squat domes, including *7 chauchala* or four-sided domes in the middle row. The vast prayer hall is provided with 11 arched doorways on east and *7* each or. north and south for ventilation and light. It has *7* longitudinal aisles and 11 deep bays by a forest of slender stones columns. From these columns spring rows of endless arches, supporting the domes. The arches are six feet in thickness, have slightly tapering hollow and round walls. The interior and the exterior of the mosque give a view of rather plain architecture but the interior western wall of the mosque is' beautifully decorated with terracotta flowers and foliage.

Besides being used as a prayer hall the mosque was also used as the court of Khan Jahan Ali.

Now it is one of the greatest tourist attractions and best architectural beauties of Bangladesh.




**C Read about another mosque and tick the correct expressions.**

The Star Mosque is a very beautiful mosque situated atMahuttulyon' Abdul Khairat Road in Dhaka. Architecturally faultless, this Mughal style mosque exhibits five-domes with hundreds of big and small twinkling stars on walls. The stars have been created by setting pieces of chinaware on white cement. Seen from the front and from far it looks as if shining above the surface of the earth. The inside of it is even more beautiful than the outside. Lovely mosaic floor and excellent tiles with many floral patterns set on the walls are all in complete harmony. Mirza Ghulam Pir, a highly respectable Zamindar of Dhaka, built the Star Masjid in early 18th century.

**The Star Mosque is as old as the Shat Gambuj Mosque.**

**The stars on the walls of the Star Mosque are painted with permanent color**

**The interior of the Star Mosque is as beautiful as the exterior.**

**D Fill in the following table with -information about the mosques.**

| **Star Mosque** | **Domes** | **Year** | **Location** | **Decoration** |
|---|---|---|---|---|
| | | | | |
| Shat Gambuj Mosque | | | | |

**E Write a paragraph comparing and contrasting the Shat-Gambuj Mosque with the star Mosque.**

# Lesson 3

## The Statue of Liberty

**Objectives :** By the end of this lesson you will have

- asked and answered question about statues
- read a text on the Statue of Liberty and labelled the picture
- answered questions
- discussed a poem

---

**A Work in pairs. Ask and answer these questions.**

1 What do you understand by a statue?
2 Have you seen any statue? If you have where, when? What was it?

**B Read the text and label the picture showing the correct measurements.**

The Statue of Liberty, originally called Liberty Enlightening the World is a statue on Liberty Island, formerly Bedloe's Island, in the harbour of New York. The statue symbolises liberty in the form of a woman wearing flowing robes and a spiked crown. She holds a torch aloft in her right hand and carries in her left hand a book inscribed "July 4, 1776". Broken chains, symbolizing the overthrow of tyranny, lie at her feet. The statue was designed by the French sculptor Frederic Bartholdi and was given by France to the United States to commemorate the centennial of US independence in 1876.



France raised funds, by popular subscription to pay for the statue; US donors financed the pedestal and installation of the monument. President Grover Cleveland dedicated the work on October 28, 1886. The statue, the island, and nearby Ellis Island were declared a national monument in 1924.

The statue formed of copper sheets riveted to an iron framework, is one of the largest in the world. It measures 93.5 m(306 ft 8 in) from the bottom of the pedestal to the tip of the torch: The figure itself is 46.4 m(452 ft 2 in) high; the right arm is 12.8 m(42 ft) long; the hand is 5.03 m(16 ft 5 in) long; and the head, which is reachable by staircase or emergency lift, measures 8.5 m(28 ft) from neck to diadem and 3.05 m(10 ft) from ear to ear. The statue weighs 254 tonnes (250 tons).

Originally conceived as a gesture of international friendship, the statue has become a global symbol of freedom, marking the arrival of millions of immigrants to the United States.

**C Answer the following questions.**

1 What does the statue symbolise?
2 What do the torch and the book in the hand of the statue symbolise? 3
Do we have any symbolic monuments in our country?

**D The following lines are inscribed at the main entrance to the pedestal of the Statue of Liberty. Read the lines and discuss the following points with your partner.**

Give me your tired, your poor
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to
me, I lift my lamp beside the golden door!

*The New Colossus (1*903) Emma Lazarus

Who is saying these?

To whom are the lines said?

Do you think the lines express what the statue symbolises?

# Unit Fifteen : Getting Organized

## Lesson 1

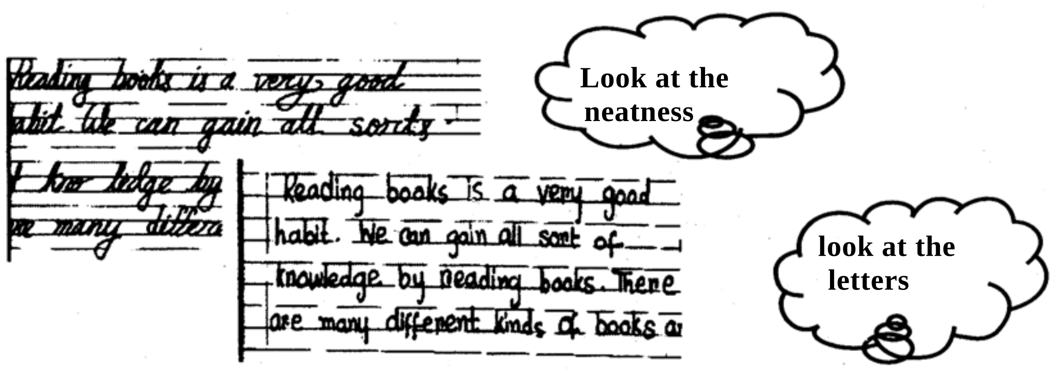
## Learning styles

**Objectives :** By the end of the lesson you will have

- discussed different types of handwritings
- filled in a questionnaire
- calculated scores according to a scheme
- read out the appropriate learner type
- ticked the true statements
- written about likes and dislikes in learning English

---

**A Are the two handwritings of the same person? Discuss with your partner why/why not?**




**B Ask questions to fill in the following questionnaire for your partner. Your partner will do the same for you.**

**WHAT SORT OF LANGUAGE LEARNER ARE YOU?**

Tick (√) the right box for each question.

| | ***Usually*** | ***Sometimes*** | ***(Almost) never*** | ***Don't know*** |
|---|---|---|---|---|
| 1 Do you get good results in grammar tests? | | | | |
| 2 Do you have a good memory for new words? | | | | |
| 3 Do you hate making mistakes'? | | | | |
| 4 In class, do you get upset if mistakes are not corrected? | | | | |

| | | | | |
|---|---|---|---|---|
| 5 is your pronunciation better when you read aloud than when you have a conversation? | | | | |
| 6 Do you wish you had more time to think before speaking`? | | | | |
| 7 Did/do you enjoy being in a class? | | | | |
| 8 Do you find it difficult to pick up more than two or three words of a new language? | | | | |
| 9 Do you like to learn new grammar rules, words, etc. by heart? | | | | |

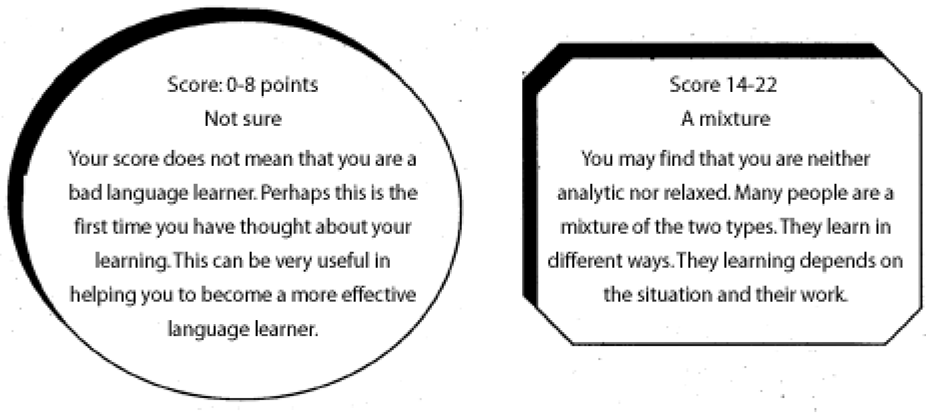
**C Calculate and tell your partner the score according to the following scheme.**

*Score:* 3 points for each ***Usually***
2 points for each ***Sometimes***
1 point for each ***Almost never or never***
0 point for each ***Don't know***
Total score:

**D Read out the appropriate learner type. according to the score and see what type of learner you are.**

Score: 23-27 points
Analytic
You want to be as accurate as possible all the time. You probably prefer the sort of language learning where you need to think carefully: for example, when you are doing grammar exercises, practising

Score: 9-13 points
Relaxed
You seem to 'pick up' language without really making too much effort. You usually enjoy communicating with people. You may sometimes feel that you should be learning more grammar rules, but you probably do not enjoy this and quickly lose interest.




**E Which of the following statements are true? Tick (./) them. Supply the correct information for the wrong statements.**



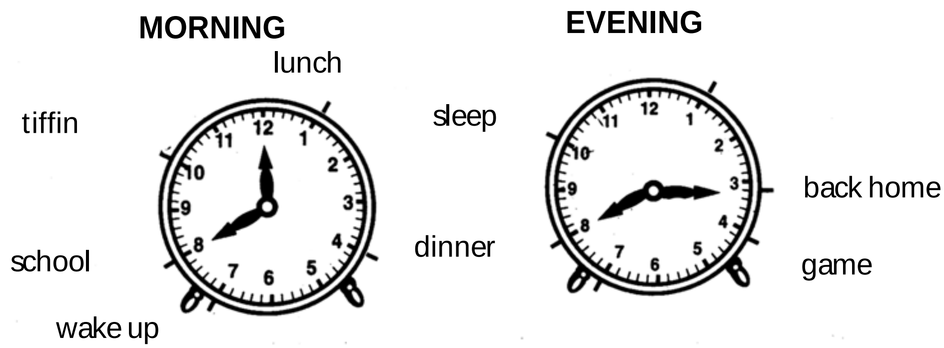

## Lesson 2

## Your day

**Objectives :** By the end of the lesson you will have

- looked at pictures of clocks and discussed a daily routine
- asked and filled in a questionnaire
- talked about changes in a routine
- looked at pictures and answered questions
- matched sentence parts

**A Look at the pictures of the clocks. They are showing what Mukul does in a day and when. Discuss with your partner how your days are different from Mukul's.**




**B Ask and tick the questionnaire for your partner. Then match the answer with yours.**

YOURDAY

1 What time do you get up?
- a between 6:00 am and 6:30 am
- b between 7:00 am and 7:30 am
- c after 7:30 am

2 What do you take for your breakfast?
- a rice and vegetables
- b bread and butter
- c chapati and vegetables

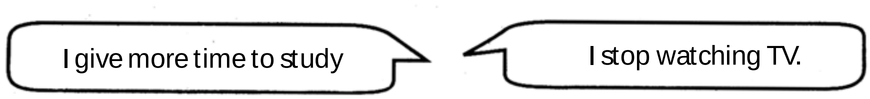
3 What time do you go to bed?
- a 8:30 pm and 9:00 pm
- b 9:30 pm and 10 pm
- c after 10 pm

4 Do you watch television?
- a almost every day
- b once or twice a day
- c almost never

5 Do you help your parents in the kitchen?
- a almost every day
- b sometimes
- c almost never

6 Do you clean your room?
- a every day
- b sometimes
- c almost never

**C Does your daily routine remain the same when you have an exam? Tell your partner what changes you make in such situations? For example,**



**D Look at the persons in the pictures. They are in different professions. Guess about their daily life and answer the questions.**




Alim Farida Asif

1 When does Alim wake up in the morning?

2 When does Farida return home?

3 What does Asif do at 10 in the morning?

4 How much time does Farida spend at her working place?

5 Where does Farida take her lunch?

6 Does Alim have weekends in his work?

**E Use *if you* with the sentence parts in column A and match them with the sentence parts in column B. Use *will, can* or other necessary words with the sentence parts in column B. One is done for you.**

| **Column** A | **Column B** |
|---|---|
| 1 have a routine for your everyday work | a health will break down |
| 2 wake up at 6 am | b improve You] writing skills |
| 3 work in an office | c go to school by yourself |
| 4 do exercise every day | d learn how to draw up a daily routine |
| 5 do your homework regularly | e have time for a morning walk |
| 6 get up late | f wake up early |
| 7 work hard seven days a week | g know what time to do what |
| 8 miss your school bus | h have weekends to relax |
| 9 go to bed early | i have to hurry up to reach school in tin', |
| 10 read this lesson | j enjoy good health |

e.g. 1-g: If you have a routine for your everyday work you will know what time you to do what.

# Lesson 3
# Personal information

Objectives : By the end of this lesson you will have

- answered questions about your partner
- listened to a text about Shakila and filled in a form
- asked and answered questions
- completed a form of personal record

---

**A Read the questions. How many can you answer for your partner? Think about them and note down your guesses. Then check by asking your partner.**

What's his/her name?

What's his/her hobby?

What's his/her father's name?!

How old is s/he?

What's his/her favourite subject! of study?

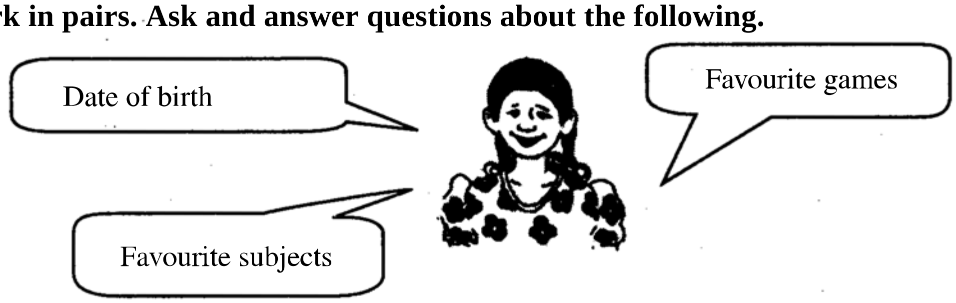
What s his/her home address?

What's his/her mother's name?

**B Listen to what Shakila is telling you about herself and then fill in the form for her.**

Name................................................
Date of birth .....................................:.
Colour of eyes .................................
Colour of hair .................................
Name of school ................................
Class................................................
Uniform ..........................................
Favourite subjects .............................
Hobbies ............................................
Interests ............................................

**C Work in pairs. Ask and answer questions about the following.**



**D Complete a personal record card for yourself.**

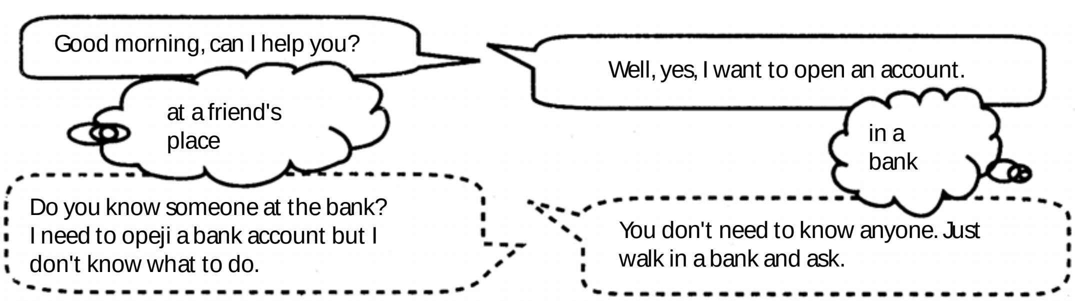
**<u>Personal information</u>**
Name..........................................................................................
Birthday ......................................................................................
Address .......................................................................................
Colour of eyes ..............................................................................
Colour of hair ...............................................................................
School .........................................................................................
Class ...........................................................................................
Teacher ........................................................................................
No. of boys in my class ..............................................................
No. of girls in my class ..............................................................
School starts at ............................................................................
School finishes at..........................................................................
Sports I play .................................................................................
My hobbies are .............................................................................
My favourite subject is ................................................................
My favourite foods........................................................................
My favourite books .......................................................................
I'm happy when ............................................................................
..................................................................................................
I'm not happy when ..................................................................
..................................................................................................
In the future I want to be ............................................

## Lesson 4
## Opening a bank account

**Objectives :** By the end of the lesson you will have

- read conversations and guessed their settings
- filled in an application form
- read a text and matched its headings with paragraphs
- arranged the steps of opening a bank account in the right order

**A Read the following conversations and guess where they are taking place.**



**B Look at the form. What is it about? Work in pairs. Ask questions and fill it in for your partner.**

**<u>International Bank</u>**

**Ac no. (bank use only)**

Application form for Account

Name ……………………………….

What is your home address?

Address

Residential: ……………………………………….

………………………………………………….

What type of account do you want to open?

Office ..................................................................................

Correspondence:.................................................................

Phones: ………………….Home……………………Office: ……………………….

Nationality: …………………………………………………….............................

Date of birth: ……………………. ……….. Gender:……………………………

Occupation:........................................................................................................................

Employers' address: .....................................................................................................

;

Type of account: Savings/ Current

**Signature**

**C Read the text about an Access Card. What do you think about it? Match the headings with the appropriate paragraphs.**

**Convenience** **Facilities** **How to apply**

**1**

Your ANZ Grindlays Access Card will enable you to operate your current or savings account 24 hours a day, no matter where your account is maintained. It can be used through our network of Night & Day Bank Automated Teller Machines (ATMs),which are fast and easy to operate.

**2**

Your access card will provide you with a range of banking services, some of the primary facilities being:

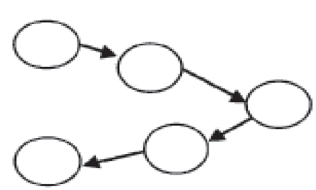
- withdrawals
- balance inquiries
- account transfer, and
- statement request

**3**

Simply call us at any of our branches. Our operators are ready to answer your questions or give any information you might want. Or, you can send the inquiry form attached to this leaflet with your name and address filled in. Our information leaflet will be sent to you within a week.

**D Arrange the steps of opening a bank account in the correct order.**

1. Deposit some money
2. Fill in the application from
3. Go to bank
4. Ask for the account number
5. Submit the application form



## Lesson 5

## Admission test

**Objectives :** By the end of the lesson you will have

- talked about advertisements
- completed an admission form
- filled in gaps
- written a letter informing the procedure for an admission test

---

**A Read the advertisements on admission and answer the questions.**

**Admission going on**

Get admission to the Centre of Business Management for a degree in Business Administration, International Finance and Marketing.

Courses start on 3rd January.
Collect admission form and booklet from the office by 15th December

**ADMISSION to COMPUTER SCIENCE**

The International Institute of Technology ( IIT) offers admission to the Computer Science Programmes.

For further details contact Institute office at 34, Marine Square, Dhaka. phone: 0398876, 0988761.

**B The following is an admission form. Fill it in for your partner.**

Name:
Father's Name :
Mother's Name:
Address:

Result of the SSC examination:

Year:
Grade:
Last school attended:
Class:
Year:
Date of birth:
Age:
Sex:

**C Read the conversation and complete the gaps in the box below it.**

**Rafiq :** Hi! Have you decided which college you are going to?
**Rani :** No, not yet. I'm afraid I will take the admission tests for some colleges and then I' 11 decide.
**Rafiq :** Me too. But I'll prefer to go to City College. Have you filled in an admission form there?

**Rani :** Well yes, I have. I've also heard that it's better than the others. But I don't know any more. Why have you decided to apply there'?

**Rafiq :** Well, they are reputed for taking care of their students. The teachers there are very caring and competent. And there are options for a lot of outdoor activities. Have you seen the college field? That is big enough to hold two football matches at the sate time.

**Rani :** Oops! I must say that I am convinced. But it is quite far from my home- that is worrying me.

**Rafiq :** Yeah, but it's right on the route of the town service. You can get on the bus near from your house and get off at the college gate.

**Rani :** Right! That is a good idea. I think I will go for that college. Thanks.

| |
|---|
| Neither Rafiq nor Ran] has .............. on which college they would like to join. They expressed their............Rafiq........... city college and lie has already ........... the admission form. Rafiq thinks that bonus feature of' City College is that they care for their students and the teaching staff is very............... The *college* is .............from Rina's house though the transport is................... |

**D Write a letter to your cousin informing him/her of the procedures to gain admission to a college.**

## Lesson 6

## Using a library

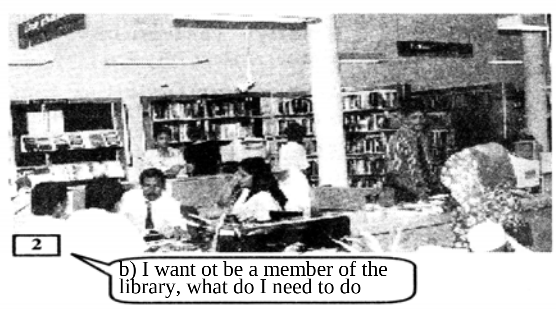
**Objectives:** By the end of the lesson YOU will have

- matched dialogues with pictures
- read a text and answered questions
- read a table and answered questions
- read book covers and guessed their call numbers
- described the process of finding a book in a library

---

**A Look at the pictures of a Library. What are the people doing? Match the dialogues with the pictures.**



**B Read the text on organising books in a library and answer the questions.** ***Organising books in a library***

Most libraries are arranged in a systematic way that makes it possible to locate any book quite easily. All of the books in a library are organised into categories or classes and then arranged alphabetically within their class. There are two systems for organising books in a library. One is called the Dewey Decimal System and the other is known as the Library of the Congress System. Most of the libraries follow the Dewey Decimal System.

Under the Dewey Decimal System, the books are grouped into, ten major categories or subject areas. Each category is assigned a range of numbers and every book in the category is assigned its own special number within that number range. For example, Science is assigned numbers from 500 to 599. A particular science book can have a number such as 542.46 or 581.93. A science book would never have a number such as 800 or 200. The number that is assigned to a book is called **call number.**




C The following categorisation is an example of the Dewey Decimal System. Read it and answer the questions.

What would be a possible call number for a book on history?

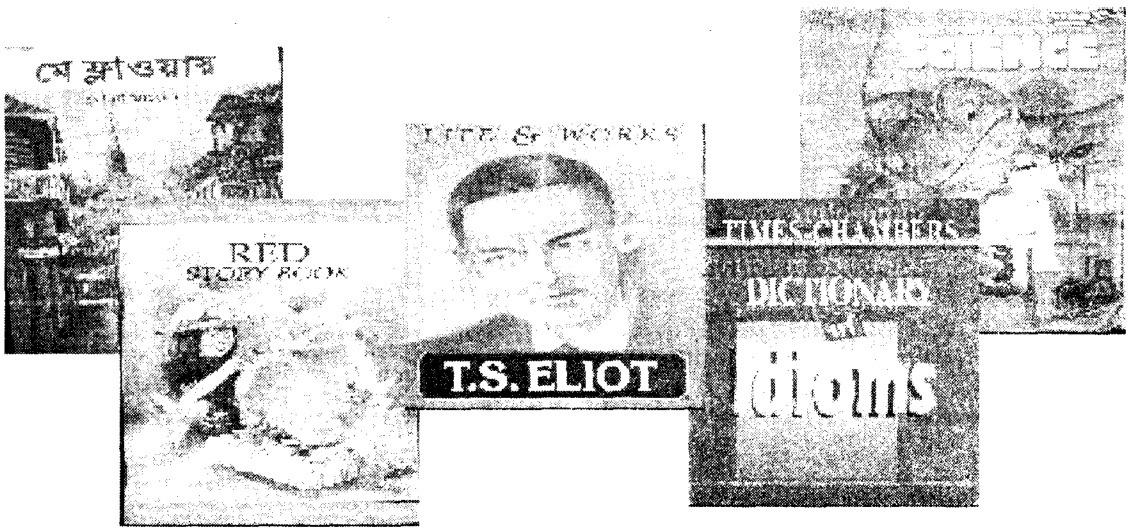
What would be a possible call number for a book on religion?

000-099 General works (encyclopedias and other reference materials)
100-199 philosophy (also includes psychology)
200-299 Religion (includes mythology)
300-399 Social sciences (communication, economics, education, etiquette, government, law, sociology, transportation)
400-499 Language (grammar books, dictionaries)
500-599 Science (astronomy, biology, chemistry, mathematics, physics)
600-699 Technology (aviation, engineering, hygiene, medicine)
700-799 The arts (crafts, hobbies, music, painting, sports)
800-899 Literature (essays, plays, poetry)
900-999 History (biography, geography, travel)

Ask more questions similar to the ones in the bubbles

**Ask more questions similar to the ones in the bubbles**

**D Look at the book covers. Write the names of each of the following books and then write the class or category numbers.** For example, *The call number, for a science book would be between 500-599.*




**E The following diagram describes the process of looking for a book in a library. Describe the process in the first person, e.g.** *I need a grammar book. It is ................*

Find the call number → Go to the appropriate shelf → Find the book

## Lesson 7

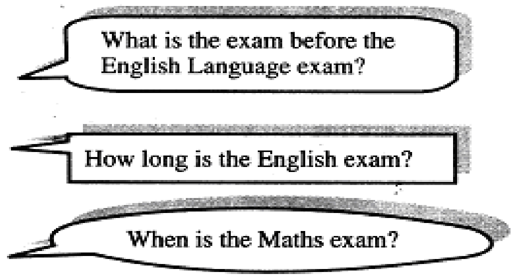
## Exam fitness

**Objectives :** By the end of the lesson you will have

- looked at an exam schedule and asked questions about it
- read a text and written down expressions
- made a list of tips that are mentioned in the text
- listed the tips you follow and matched with your partner's
- designed a poster

**A Look at the exam schedule and ask your partner the following questions.**

| Days and Dates | subject | Time |
|---|---|---|
| 21 July Monday | Bangla | 8 - 10·30 |
| 22 July Tuesday | history | 8 - 10·30 |
| 23 July Wednesday | English language | 11 - 1·30 |
| 24 July Thursday | English Literature | 11 · 1·30 |
| 27 July Sunday | maths | 8 - 10·30 |

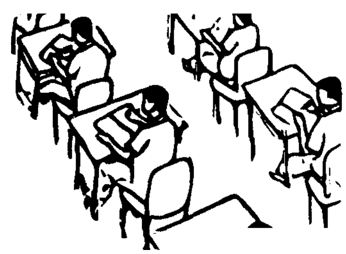



**B Read the following text and guess the meanings of the underlined words.**

**Exam strategies**

Strategy is an appropriate word to use for your <u>approach</u> to the examination on the day. It has been said that about 50 percent of your chances of success relate to your examination skill rather than to your Subject knowledge.

So check and double check your exam dates and times. Check what you are allowed and what you are not allowed to take in with you and have these ready the day before. <u>Budget</u> your time. Do not waste time <u>elaborating</u> adequate answers if you ought to be moving to the next question. Always attempt to answer all the questions. Follow the instructions. It is a good idea to double-check this before the exam. <u>Read through</u> the whole question paper before starting to write. Take each question as you corne to it and think how you might <u>cope with</u> it. Then move on to the next question and do the same again.



By the time you get to the last question, you will have found the questions easier than they seemed at <u>first</u> <u>glance.</u> Spend at least five minutes per question thinking about and planning Your answer. This i1 never a waste of time.

Underline the key words iii the questions that indicate what you are <u>required</u> to do. Again, it is useful half <u>way through</u> writing the answer, to check back that you are doing what you should. Make your answer legible. You can't change your handwriting hut if it is very tiny or very large use double spacing to make it easy on the eye for the reader.

C **Use the underlined expressions in the appropriate blank.**

1. This is a new ____________________ to language teaching.
2. One should ______________ ones writing before submitting it.
3. The place looked beautiful ________________________
4. You don't need to ____________ your cause in an application.
5. You are ______________to submit your certificates.
6. He has to ____________ the document before signing it.
7. Once you are ___________ the exam you should recheck your timing

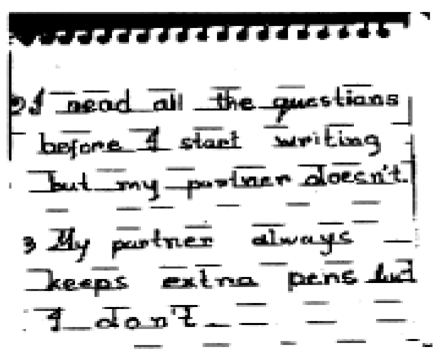
**D Read the text on exam strategies again and make a list of the tips that are mentioned. One is done for you.**

| Tip I |
| --- |
| Use your time wisely in the exam. Plan how much time you will spend on each question you are answering. |

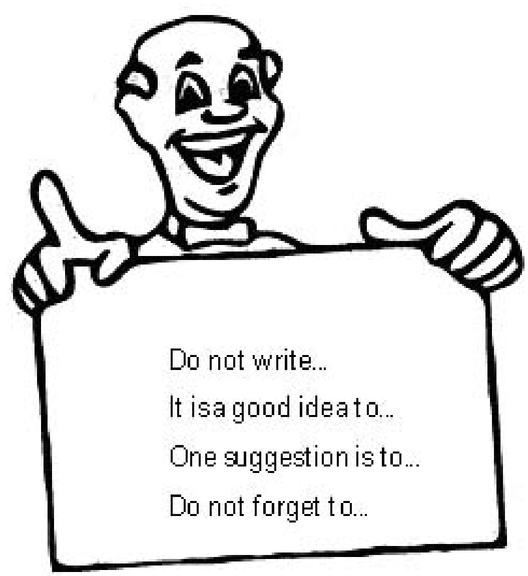
| Tip 2 |
| --- |
| |

| Tip 3 |
| --- |
| |

**E Now write down which of the above tips you follow when you are taking an exam. Then ask your partner which of the above tips s/he follows. Match your answers. For example,**




**F Design a poster mentioning some of the exam tips you think your friends should follow. You can use the given expressions.**



# Unit Sixteen : Let's Enjoy Poetry

## Lesson 1

## The Old Wife and the Ghost

**Objectives :** By the end of the lesson you will have

- read the poem aloud with correct stress and pronunciation, beating time with your hands or tapping your foot
- answered questions
- written a composition

---

**A Work in pairs. Ask and answer these questions.**

1 Do you believe that there are ghosts living in old buildings and trees?

2 Have you read or heard about any ghost story?

3 Are all the ghost stories always connected with dark nights? Why?

**B Read the poem aloud in groups of 4 or 5.**

### The Old Wife and the Ghost

There was an old wife and she lived all alone
In a cottage not far from Hitchin:
And one bright night, by the full moon light,
Comes a ghost right into her kitchen.

About that kitchen neat and clean
The ghost goes pottering round.
But the poor old wife is deaf as a boot
And hears never a sound.

The ghost blows up the kitchen fire,
As bold as bold can be;
He helps himself from the larder shelf,
But never a sound hears she.

He blows his hands to make them warm,
And whistles aloud 'Whee-hee!'
But still as a sack the old soul
lies
And never a sound hears she.

From corner to corner he runs about,
And into the cupboard he peeps;
He rattles the door and bumps on the floor,
But still the old wife sleeps.

Jangle and bang go the pots and pans,
As he throws them all around;
And the plates and mugs and dishes and jugs,
He flings them all to the ground.

Madly the ghost tears up and down
And screams like a storm at sea;
And at last the old wife stirs in her bed
And it's `Drat those mice', says she.

Then the first cock crows and morning shows
And the troublesome ghost's away.
But oh! what a pickle the poor wife sees
When she gets up next day.

'Them's tidy big mice'. The old wife thinks,
And off she goes to Hitchin,
And a tidy big cat she fetches back
To keep the mice from her kitchen.

James Reeves

**C Read the poem silently and ask and answer in pairs these questions.**

1 When did the ghost come to her kitchen? Why did he come?
2 What noises did the ghost make? Why did he make those noises?
3 Why did the old wife think some mice were making noises in her kitchen?
4 What measure did she take to stop the mice from making a mess of things in her kitchen?

**D Write a composition of 150-200 words about what you think happened the following night, with the big cat she brought from Hitchin.**

# Lesson 2

## The Sands of Dee

**Objectives :** By the end of the lesson you will have

- Read the poem aloud with correct stress and pronunciation
- Asked and answered questions
- Written a dialogue

---

**A Work in pairs. Ask and answer the questions.**

1 Have you seen cows grazing? If you have, where was it?
2 Who usually tends cows? Where does he/ she do so?

**B Read the poem aloud in groups of 4 or 5.**

### The Sands Of Dee

"0 Mary, go and call the cattle home, And call
the cattle home, And call the cattle home,
Across the sands of Dee!"
The western wind was wild and dank with foam, And all
alone went she.

The western tide crept up along the sand,
And o' er and o' er the sand,
And round and round the sand,
As far as eye could see.
The rolling mist came down and hid the land:
And never home came she.

"Oh ! is it weed; or fish, or floating hair——
A tress of golden hair,
A drowned maiden's hair,
Above the nets at sea?
Was never salmon yet that shone so fair
Among the stakes of Dee."

They rowed her in across the rolling foam,
The cruel, crawling foam,
The cruel, hungry foam,
To her grave beside the sea:
But still the boatmen hear her call the cattle home
Across the sands of Dee.

Charles Kingsley

**C Read the poem silently, and in pairs ask and answer these questions.**

1 Where did Mary live?
2 Why did Mary go alone to call the cattle home'?
3 Why couldn't she return home`? What happened to her?
4 How did the fishermen find her dead body? What did they do with it'?
5 What does the poet mean when he says, "... still the boatmen hear her call the cattle home"?
6 Why are some words and phrases repeated throughout the poem?

**D Imagine when Mary was struggling for life in the high tide a boatman rescued her and brought her to her mother. Now write a dialogue between the boatman and the mother.**

## Lesson 3

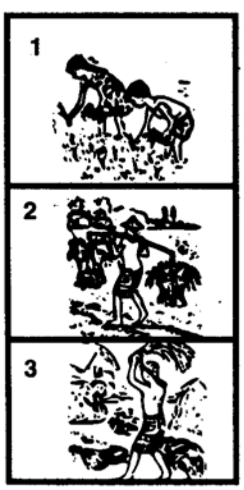
# The Solitary Reaper

**Objectives :** By the end of the lesson you will have

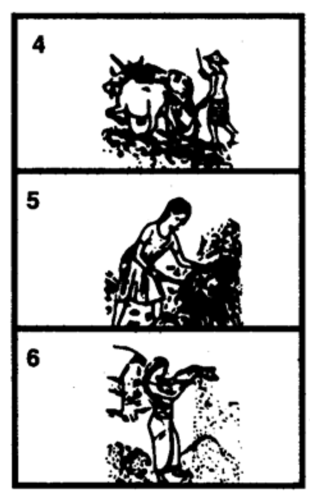
- matched pictures with descriptions
- read the poem aloud with correct stress and pronunciation
- asked and answered questions
- written a dialogue

---

**A Work in pairs, Match the pictures with the descriptions**




1 a girl is cutting paddy
2 a woman is winnowing the chaff from the grains
3 a girl and a boy are planting rice
4 a man threshing rice
5 a man carrying on his shoulder a bamboo pole with bundles of rice tied at both the ends
6 a man is ploughing his field




**Now arrange the numbers 1-6 of the pictures, sequentially (i.e as the activities of the pictures happen in reality.)**

**B Read the poem aloud in small groups.**

## The Solitary Reaper

Behold her, single in the field,
Yon Solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
0 listen! for the Vale profound
Is overflowing with the sound.

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of today?
Some natural sorrow, loss or pain,
That has been, and may be again?

Whate'r the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'r the sickle bending;
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

William Wordsworth

**C Read the poem silently and in pairs ask and answer these questions.**

1 What was the girl doing?
2 Why was the song of the girl compared with the song of a bird?
3 What was the girl singing about?
4 Why does the poet ask: "Will no one tell me what she sings?"
5 What was the effect of the song on the poet's mind?

**D Imagine on your way through a country road you find a girl cutting rice alone and singing in a road-side field. Write a dialogue between you and the girl.**

## Lesson 4

# Home They Brought Her Warrior Dead

**Objectives :** By the end of the lesson you will have

- read the poem and asked and answered questions
- written a paragraph

---

**A In pairs ask and answer these questions.**

1 Can you remember the saddest moment in your life'? What happened then?
2 Why do you think people cry?

**B Read the poem silently and ask and answer in pairs the questions that follow.**

### Home They Brought Her Warrior Dead

Home they brought her warrior dead;
She nor swoon'd, nor utter'd cry;
All her maidens, watching, said,
    She must weep or she will die.

Then they praised him, soft and low,
    Call' d him worthy to be loved,
    Truest friend and noblest foe;
    Yet she neither spoke nor moved.

Stole a maiden from her place,
Lightly to the warrior stept.
Took the face-cloth from the face;
Yet she neither moved nor wept.

Rose a nurse of ninety years,
Set his child upon her knee
Like summer tempest came her tears,

Sweet my child, I live for thee'.

Alfred Tennyson

1 Who do you think brought her dead husband from the battlefield?
2 Why couldn't she cry when she saw the dead body of her husband?
3 How did her maidens try to make her weep?
4 Who succeeded in making her weep? How did she do it?

**C How do you feel when you find that someone in your family or someone close to you has broken his/her hand or is seriously ill? Write a paragraph about what you would do in a situation like this.**

## Lesson 5

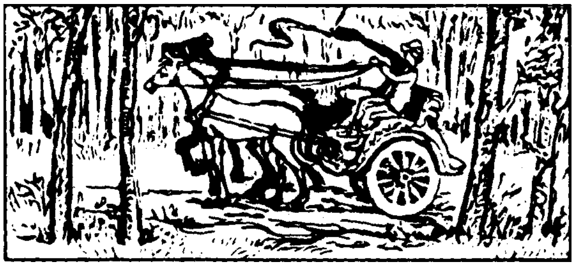
# Stopping by Woods on a Snowy Evening

Objectives : By the end of this lesson you will have

- answered the questions looking at the pictures
- read a poem and listed words that rhyme
- discussed and answered questions

---

**A Look at the picture and answer the questions.**



Why do you think the cart has stopped by the jungle? '

How would you feel in a Situation like this

**B The two nonsense words below have all the letters needed to write the name of the poet. Can you spell the words correctly? Now write the name.**

**TOSFR TEROBR**

**C Read the poem and list the words that rhyme.**

## Stopping by Woods on p Snowy Evening

Whose woods these are I think I know
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

**D Discuss and answer the following questions.**

1 Write an imaginary dialogue between the speaker and his horse.

2 What do you know about the speaker's attitude towards nature from this little poem?

3 Where do you think the speaker is going to? Why is he/she going there'?

# Lesson 6

## All the world's a stage

**Objectives :** By the end of this lesson you will have

- discussed and answered questions
- read an extract from Shakespeare and answered questions
- matched pictures with titles

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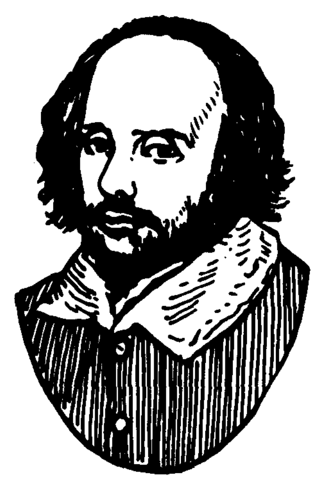
**A In pairs discuss the answer to the question: why are the body parts used to describe these things (a bottle, a river, etc.)?**

The neck of a bottle
The mouth of a river
The body of a car
The tongue of a shoe
The legs of a chair
The hands of a watch

**B Read the extract from Shakespeare and answer the questions.**

### All the world's a stage

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
And then the whining schoolboy, with his satchel,
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Shining like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the canon's mouth. And then the justice,
In fair round belly with good capon lin'd,
With eyes severe, and beard of formal cut,
Full of wise saws and modern instances,
And so he plays his part. The sixth age shifts
Into the lean and slipper'd pantaloon,
With spectacle on nose and pouch on side,
His youthful hose well sav'd, a world too wide



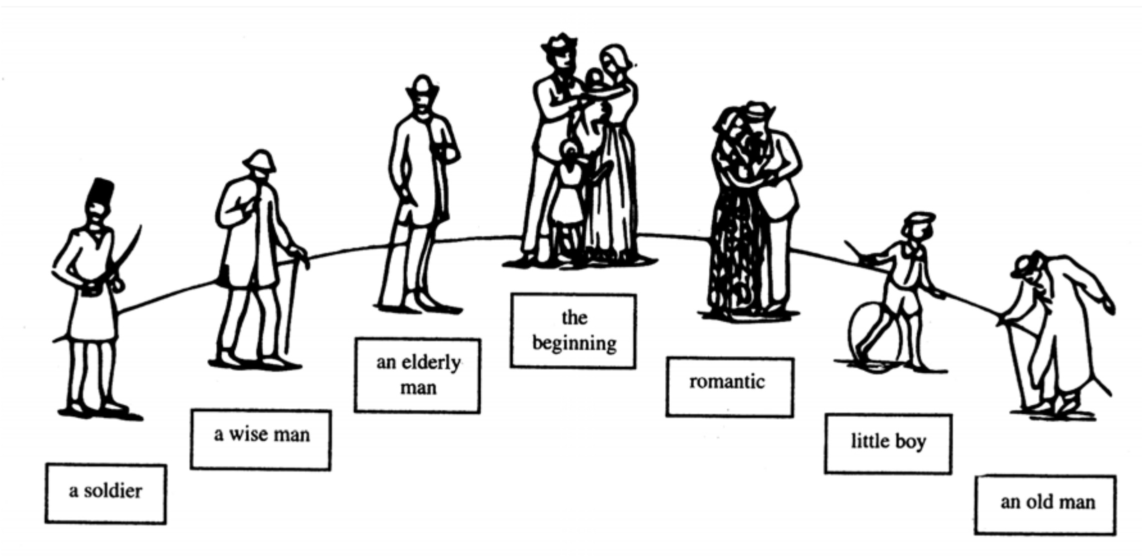
William Shakespeare

For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

**William Shakespeare**
**As You Like It. Act** 2 **Scene** 7.

1 What are the things that Shakespeare compares human life with?
2 How many parts does a human being play in his/her lifetime? What are they?
3 Make a list of the comparisons the poet uses to describe the stages of human life.
4 Why does he call the last stage `second childishness'? Do you agree with him? Give reasons in favour of your answer.

**C Match the pictures with different stages of life.**



# Unit Seventeen : Different Lives

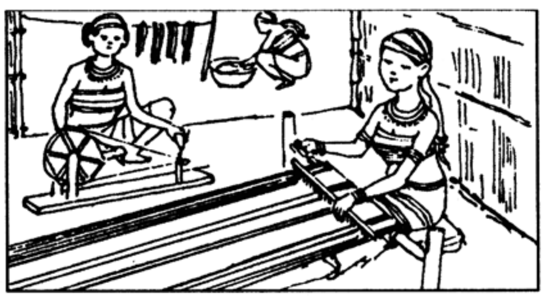
## Lesson 1

## The Maghs

**Objectives :** By the end of the lesson you will have

- looked at a picture of some tribal people and talked about them
- listened to a text and identified true/ false statements and given correct information, if false
- read a text and answered questions based on it
- written a description of a process

**A Look at the picture and say what the people are doing.**



**B Listen to the text and say whether the statements are true or false. If false, give the correct information.**

1 The Maghs migrated from Bangladesh.
2 The Maghs settled in four different districts of Bangladesh.
3 The *`Marmas'* and *'Rakhaines'* live on the plains as well as in the hills.
4 The Maghs are very hard-working people. 5 Almost all Magh women can weave clothes.

**C Read more about the Maghs. Ask and answer the questions that follow.**

The Maghs build their houses on high platforms, about six to eight feet above the ground, so that their houses do not become damp. The reason to build houses on high platforms is also to protect them from the different types of insects and animals. Moreover they can use the empty space below their houses to keep things such as agricultural tools an-looms. Timber or bamboo posts support the platforms. The walls are made of bamboo, slates and the roof is thatched.

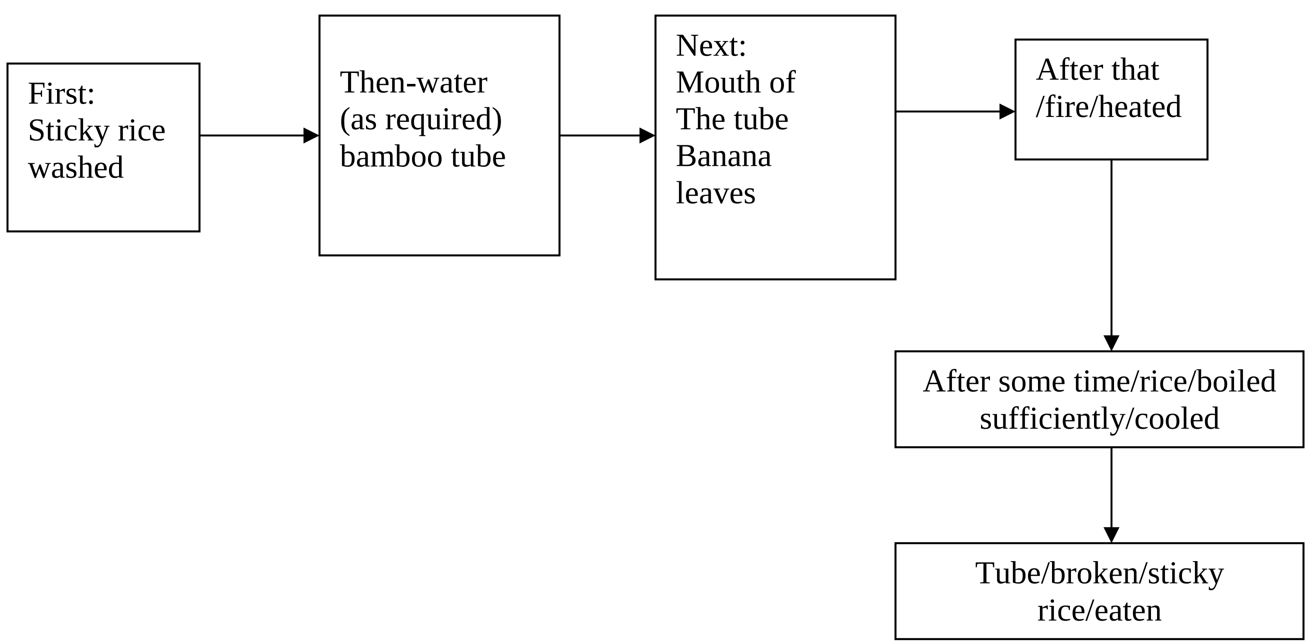
The main food of the *`Marmas'* and *'Rakhaines'* is boiled rice with vegetables. A kind soup made from boiled green leaves seasoned with chillies and salt is one of their n" favourite items. Another popular food item is tender bamboo shoots. The shoots are ' cut into small pieces and then dried in the sun. Different types of foods are then prepared

from these. The bamboo shoots are also eaten in a different way. At first the shoots are crushed and then put inside a bamboo tube and kept for eight to ten days till fermentation takes place. The Maghs have two major meals a day, one in the early morning and the other before sunset.

On festivals they prepare different types of cakes using rice, flour, coconut, sugar, milk and other ingredients. The most popular of all is sticky rice.

1 What are the benefits of building a house on a high platform'?
2 What materials do they use to build houses?
3 Describe the Maghs' house.
4 How do they eat the bamboo shoots?

**D The diagram below shows the process of making sticky rice. Describe the process in your own way and write it down.**




**E Describe the process of making *morog polau* or *khichuri*.**

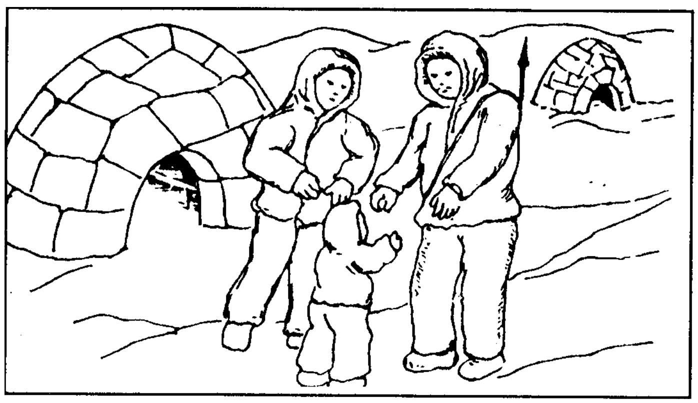
# Lesson 2

## The Eskimos

**Objectives :** By the end of the lesson you will have

- looked at a picture and answered questions
- listened to a text and completed a table
- read a text and filled in gaps
- written a composition from clues

**A Look at the picture. Work in pairs. Ask and answer the questions.**



1 What sorts of clothes are the people wearing?
2 Why do you think they are wearing such clothes?
3 Do we need to wear such clothes in our country? Why? Why not?

**B Listen to the text and complete the following table.**

| Aspects | Traditional | Modern |
|---|---|---|
| Housing | | |
| Clothing | | |
| Hunting | | |
| Traveling | | |
| food | | |

**C Read the text and fill in the gaps using words from the box.**

The Eskimos are the most widely -------- group in the world still leading a partly ------ way of life. They live in a ---that spans more than 35,00 miles, -----------Greenland northern fringe of North America, and a----------- of eastern Siberia. Eskimos are racially distinct from American Indians. They are most closely to the Mongolia people of eastern Asia. The Eskimo --------------adapted themselves to a cold, harsh --------- because of their highly ----------skill. They would make --------- from almost anything and-

----------- The Eskimos spend the winter in ------------ in a larger settlement and then ----------- into smaller, family-sized --------during the summer. During the summer they leave the ----------------------------------------------communities and live in animal skin………at favourite spots for seal ------------------, fishing and collecting birds…………and plants.

| |
|---|
| eggs, spread, aboriginal, everything, related, dispersed, inventive, climate, including, successfully, discovered, tribal, environment, materials, region, groups, hunting, crowd, permanent, bands, tents, things |

**D Now write about the Garos, their way of living, food, festivals, customs and traditions with the help of the clues given below.**

tribe : One of the primitives

live : in Garo Hills in Mymensing district

called : after the Garo hills; call themselves 'Mandais' meaning people

custom : a Garo man goes to in-law's house after marriage, children inherit the clan of the mother, property passes from mother to daughter, and woman is the chief of a family

way of living : on agriculture, every house has a loom

festivals : mostly connected with various phases of cultivation, clearing, sowing, harvesting and storing

worship/rituals : song, music and dance

work : men work less, work with women in the field

food : all kinds of meat except cat meat; meat of the hare is most favourite; home made drink

clothing : hand made, women weave and make them; women wear a long piece of cloth wrapped round their waist and a blouse; men wear lungi

## Lesson 3

## The peaceful people

**Objectives :** By the end of the lesson you will have

- looked at a picture and talked about it
- read a text and answered questions
- listened to a text and identified true and false statements and given correct information for the false statements
- made a table from information given

**A Look at the picture. Work in pairs and talk about the things you see.**



**B Read the text. Work in pairs. Ask and answer the questions that follow.**

The Native Americans, otherwise known as the Hopi Indians, are called `The Peaceful People' because of their non-violent nature and ways of living. They are farmers and their primary crop is corn. They grow as many as 24 varieties of corns. The daily life of the Hopi is part of their religion and their belief is to help others to improve their life. Though Hopi women cannot become religious leaders, their children inherit the clan of their mother. The men own the livestock and the fruit trees; while the women own all the land, even that under the fruit trees. Men's task consists of clearing the fields, planting and maintenance of the corn and harvesting the corn. On the other hand, the women are responsible for the caring of the seeds and distribution of harvest products.

They also plant and gather vegetables and fruits from the terraces and assist men in the fields.

1 Who are called the peaceful people?
2 Why are they called this?
3 What do the Hopis believe?
4 In what ways are the Hopi women different from ours?

**C Read the text again and complete columns A and B.**

| **Column A** | Column B |
|---|---|
| A Hopi man | A Hopi woman |
| 1 can become a religious leader. | 1 owns the land. |
| 2 …………………………………….. | 2 …………………………………. |

**D Listen to the text. Some statements are taken from the text. Say if the statements are true or false. If false, give the correct information.**

1 The name of the Hopi was given to them at the time when the race came into being.
2 At first the Hopi had no body.
3 At the beginning they had to work hard to get their food.
4 As the Hopi did not abide by the laws given to them they became immortal.
5 The Hopi got the smallest blue corn.
6 Hopi means peace.

**E Read the cues indicating different festivities of the Hopi. Make a table with the information you get from the following clues.**

**An agricultural cycle** serves as a guideline for their ceremonial

life **Rain** most ceremonies relate

**"Katsina"** name of their spirit and ceremonies
**Ceremonies** divided into three phases Katsina Night ceremonies-Katsina Day Ceremonies- Non-Katsina Ceremonies

**Night Ceremonies** January to April

**Task: February** clear fields, late March: plant sweet

corn **Day Ceremonies** Mid-April to July

**Tasks: May and June** plant main corn, melons, beans, squash, apricots harvested

July weeding, hoeing and thinning individual corn plants, harvest early corn.

**Non-Katsina Ceremonies** August to January

**Task: August** harvest main corn and beans

**September** Harvest main corn, beans, squash and

fruits **October** Harvest main corn and fruits

**November** Final late harvest

| **Ceremonies** | **Name of months** | **Task** |
|---|---|---|
| Night ceremonies | January to April | Clear fields and plant sweet corn |

# Lesson 4

## The Monipuris

**Objectives :** By the end of the lesson you will have

- looked at pictures and compared them
- listened to a text and answered questions
- filled in gaps
- written a popular Bangladeshi proverb with meaning

---

**A Look at the pictures. Work in pairs and answer the following questions.**

- What do you see in the pictures?
- How is the woman in picture 2 different from the women you find in other parts of Bangladesh?
- What is the woman doing in picture 2?
- Is the work of the woman in picture 2 familiar to you?
- What are the women doing in picture 1?
- What type of clothes are they wearing?
- Is it a common dress in Bangladesh?





**B Listen to the text and answer the following questions.**

1 Which place have the Monipuris migrated from?
2 In which part of Bangladesh are they settled at present?
3 Why are the Monipuris called self-reliant?
4 How do the men and women dress?
5 What is a woman's dress called?
6 Why do the, Monipuris move from one place to another?
7 Why is their old practice of cultivation becoming so less now?

**C Read the text and fill in the gaps with appropriate words from the box.**

The Monipuris want to --------- the future by signs and --------. On any serious ------------------------------------- like marriage, they ------- to predict the future by interpreting the ---------- of the feet of a cock.
They tie the ------ of a cock and --------- it on the ground. If the cock while…… on the ------- places its right foot ----------------- the left like the cross sign, it indicates that the marriage is going to be a -----------------. But if the legs are in any other -----------then it is ------------------ to be ------------------- from the beginning. The --------------------might be repeated till the ------------------------ result is achieved. There is a Monipuri proverb: En Khang Tam Nau Bau, meaning all wisdom ---------------------------------------from the cock's foot.

| |
|---|
| wings, decide, position, success, earth, issues, desired, throw, omens, lying, predict, derives, ground, places, doomed, put, indicates, considered, process, wanted, any other, above |

**D Write a popular proverb of Bangladesh and give its meaning.**

# Unit Eighteen : Days to Remember

## Lesson 1

## The International Women's Day

**Objectives :** By the end of the lesson you will have

- asked and answered questions
- read a text and filled in the gaps
- matched meanings with words
- re-written long sentences as short ones

---

**A Ask and answer the following questions.**

- Have you heard of `The International Women's Day'? If so, what is it? What happens on this day?
- Which day is observed as `The International Women's Day'?
- What kind of rights have the women fought to achieve?
- Name some other international days that are observed in Bangladesh.

**B Read the following information about `The International Women's Day' and fill in the gaps with suitable words from the box below. A word may be used in more than one gap.**

(1) The International Women's Day (8 March), an ______ marked by women's around the world, is an important occasion everywhere in the world.

(2) This date designated in many _ as a national holiday is also commemorated at the United Nations.

(3) Women of all ............ are often divided by national __________ . They are also _____ by ethnic, linguistic, cultural, economic and political__________ . Hence they come together to celebrate their Day, which _____ ______ their struggle for equality, justice, peace and

(4) The International Women's Day is the story of____ women as makers of

(5) It is ~~rooted~~ in the centuries old _____

of women to participate in the _______ on an equal footing with.

_____

(6) The of The International Women's Day first _______ at the turn of the century, which was _______ by more or less all the count of the world.

boundaries, countries, date, groups, event, holiday, development, continents. differences, history, tradition, struggle, society, men, idea, population, ordinary, arose. period, celebrate, occasion"

**C Find the words in the text that go with the meanings/expressions below:**

- To do something to show that an important event is remembered and respected.
- To choose a particular purpose.
- Connected with a particular race, nation or tribe and their customs and traditions.
- Related to language.
- To have developed from something and be strongly influenced by it.
- The process of increasing in range.
- Increasing at a high rate.
- A political and emotional situation that is confused.

**D Read the text in B again. The first and sixth sentences are too long. Break the sentences down and re-write them making 2/3 sentences in each. Re-arrange where necessary.**

# Lesson 2

## The voice of women

**Objectives :** By the end of the lesson you will have

- discussed women's rights issues
- read an article and completed sentences
- matched words with their meanings
- studied how to organise a text

---

**A Read the title of the lesson. What do you think this lesson is going to be about? Below are three statements each followed by three choices. Tick the best choice and be ready to say why.**

- The voice of women means
  a) women raising their Voice.
  b) women becoming aware Of their rights.
  c) women being vocal about their rights

- Women raised their voice because
  a) there was Discrimination in the work place.
  b) they are oppressed.
  c) they wanted equal rights as men.

- by raising their voice women got the right to
  a) vote.
  b) work.
  c) get vocational training.

**B Read the article and complete the sentences below.**

1 On the 28th February 1909 the United States agreed with the declaration of the Socialist Party and ----------------

2 The Copenhagen meeting honoured and supported ----------------------

3 The conference consisted of about 100 women from 17 countries including three women members of the Finnish parliament ---------------------------------------

4 The ordinary women fought and struggled for

In accordance with a declaration by the Socialist Party of America, the first National Women's Day was observed across the United States on 28 February 1909. In 1910, the Socialist International, meeting in Copenhagen, established a Women's Day, international in character, to honour the movement for women's rights and to assist in achieving universal suffrage for women. The proposal was greeted with unanimous approval by the conference of over 100 women from 17 countries, which included the first three women elected to the Finnish parliament. No fixed date was selected for the observance.

As part of the peace movement brewing on the eve of World War I, Russian women observed their first The International Women's Day on the last Sunday in February 1913. Elsewhere in Europe, on or around 8 March of the following year, women held rallies either to protest the war or to express solidarity with their sisters.

Since those early years, The International Women's Day has become important all over the world for women in developed and developing countries alike. The growing international women's movement, which has been strengthened by four global United Nation's women's conferences, has asked for coordinated efforts to demand women's rights and participation in the political and economic process. Increasingly, The International Women's Day is a time to reflect on progress made, to call for change and to celebrate acts of courage and determination by ordinary women who have played an extraordinary role in the history of women's rights.

**C Read the article again.**

**Look at the two word lists. Match the words with their meanings. Do word list A and let your partner do B. When you have finished share your answers.**

Word list A

| Word | Meaning |
|---|---|
| accordance | to prepare or plan |
| suffrage | in agreement |
| unanimous | right to vote |
| brewing | with all in agreement on a decision |

Word list B

| Word | Meaning |
|---|---|
| global | unity and support for each other |
| dimension | made people function together |
| solidarity | an aspect of a situation |
| coordinated | covering the whole world |

D Read the following paragraphs from the article in B. Work in pairs and discuss:

- Where do you think the paragraphs should go in the text?
- What makes you think so?

With 2 million Russian soldiers dead in the war, Russian women again chose the last Sunday in February 1917, to strike for " bread and peace". Political leaders opposed the timing of the strike, but the women went on anyway. Four days later the Czar was forced to abdicate and the provisional government granted women the right to vote. That historic Sunday fell on 23 February on the Julian calendar then used in Russia, but on 8 March on the Gregorian calendar in use

As a result of the decision taken at Copenhagen the previous year, The International Women's Day was marked for the first time (19 March) in Austria, Denmark, Germany and Switzerland, where more than one million women and men attended rallies. In addition to the right to vote and to hold public office, they demanded .the right to work, to vocational training and to an end to

## Lesson 3

## The International Mother Language Day

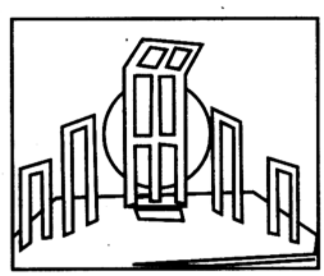
**Objectives :** By the end of the lesson you will have

- looked at a picture and answered questions
- re-arranged questions and answered them
- read extracts, filled in gaps and found similarities in the extracts
- written a paragraph

---

**A Look at the picture and answer the questions.**

- Are you familiar with this picture?
- Where is it?
- Which date is related to it?
- What is its significance?



B Read the following questions. Work in pairs. Ask and answer the questions.

How many languages do you speak?

What is meant by mother language?

Do you speak the same language at home and outside?

What is meant by the International Mother Language Day?

How did you learn a different language?

What language do you speak?

C Read the following extracts. Some of the words are missing. Fill in the gaps with words from.the box.

1 The UNESCO has -------- February 21 as the International Mother Language Day to be observed -------- in recognition of the sacrifices of the -------- for establishing die -------- place of Bangla. The proclamation came in the -------- of a resolution unanimously adopted at the plenary of the UNESCO at its head quarters in Paris in November 1999.

2. The UNESCO in its resolution said ------- the recognition was given bearing in mind that to------- mother tongues widely will not only add ------- in language and encourage multilingual ------- but also to develop fuller ------- about language and cultural ------- throughout the world and to inspire ------- based on understanding, tolerance

3. The resolution was tabled in -. It is a great tribute and -- homage paid by the international ---- to the language martyrs of

4. The government -- in Dhaka that the plenary of the UNESCO General Conference -- adopted a draft resolution tabled by Bangladesh for proclamation of "The International Mother Language Day" to be

5. Giving world recognition to Bangalis' -------- of -------- for their mother tongue, UNESCO proclaimed February 21 as The International Mother Language

6. The sacrifices of all the martyrs for ------- the cause of their mother tongue have received now a glorious ------ by the people of the world.

recognition, sacrifice, unity, spread, variety, observed, unanimously, championing, announced, blood, Bangladesh, proclaimed, form, variety, rightful, education, glowing, martyrs, traditions, globally,

**D Read the extracts in C again after filling in the gaps. Now say which two extracts mean almost the same.**

**Write what people generally do on February 21. You may use the following clues.**

- Wake up at dawn
- Walk barefoot
- Put on black badges
- Go to the Shaheed Minar
- Pay homage
- Offer flowers
- Pray for the salvation of the martyrs' soul

# Lesson 4

## The International Day of the Elderly

**Objectives :** By the end of the lesson you will have

- looked at a picture and asked and answered questions
- read an extract and answered questions
- matched principles with rights
- written a paragraph

---

**A Look at the picture. Ask and answer the questions.**

- What do you see in the picture?
- How old do you think he is?
- Do you have grandparent(s) living with you?
- Do you look after them?
- What kinds of things do you do for them?



**B Read the news item from one of the local dailies and answer the questions.**

## Int'l Day of Older Persons Observed

By Staff Correspondent

Dhaka, October 2, 2000: As the mortality rate of the country is decreasing, the government is under pressure to launch projects for the elderly people, speakers said yesterday at a programme marking the International Day of the Elderly.

The Department of Social Services held a function at the Social Welfare building premises in the city's Agargaon area yesterday in observance of the day. The Minister for food was the chief guest and the state Minister of Social Welfare was the special guest at the programme.

1. Which day of the year is regarded as The International Day of the Elderly?
2. What do you understand by The International Day of the Elderly?
3. Why is the Government under pressure to launch projects for the elderly people?
4. What sort of projects do you consider could be launched?
5. Which department of the ministry do you think is concerned with older persons' welfare`?

**C Read the following rights and principles for the elderly, established by the United Nations. Re- arrange the rights according to priority and then match the rights with the principles. Two or more principles go with one `right'.**

**Rights**
- Self-fulfillment
- Dignity
- Participation

**Principles**
- Older persons should be able to live at home for as long as possible.
- Older persons should benefit from family and community care and protection in accordance with society's system of cultural values.
- Older persons should have the opportunity to work or to have access to other incomegenerating opportunities.

**Principles**
- Older persons should have access to appropriate educational and training programmes.
- Older persons should be able to seek and develop opportunities for service to the community.
- Older people should have access to health care to help them to maintain or regain the optimum level of physical, mental and emotional well being.
- Older persons should be able to pursue opportunities for the full utilisation of their abilities. Older persons should be treated fairly regardless of gender and social status.
- Older persons should be able to live in dignity and security.

**D Write a paragraph about what you can do for the elderly persons in your locality. Give your paragraph a title**

# Lesson 5

## May Day

**Objectives :** By the end of the lesson you will have

- looked at a picture and talked about it
- read texts and answered questions
- read texts and completed a chart
- written a composition

**A Look at the picture. Work in pairs and discuss what the picture is about.**



**B Read the two texts and answer the questions that follow.**

May 1st, International Workers Day, commemorates the historic struggle of working people throughout the world, and is recognised in most countries. All the privileges workers enjoy today - a minimum wage, safety laws and eight-hour work day came about due to the sacrifice of the workers in 1886. On May 3, 1886, police fired into a crowd of strikers at the McComick Harvest Machine Company, Chicago, killing at least one striker, seriously wounding five or six others and injuring an undetermined number.

From the beginning of the Industrial Revolution, people in factories have worked very long shifts. lasting up to fourteen or even more hours a day. In the 1880s a new movement calling for an eight-hour day inspired both Labour Unions and unorganised workers.

The events of May Day 1886 is a reminder that workers will continue to be exploited until they stand up and speak out to gain better working conditions, better pay and better lives.

## Garments factory fire kills 30

At least 30 people were killed and over 50 injured in a fire incident last night at a garment factory.The death toll may rise. The factory building was still on fire, sources there said over the telephone at about 10:30 pm when the report was filed. The fire broke out at about 8 pm. It is anticipated that the fire might have originated from an electric short circuit at the `Finishing Section' on the second floor of the building. . As the fire spread rapidly, panicking workers were heard screaming and trying to escape. But the only exit was locked, the sources claimed.

Several hundred workers were trapped inside while fire fighters were trying to tame the fire.

1 Where do you think these two texts are taken from?
2 What were the workers' demands?
3 How long did the workers used to work before 1886?
4 Do you think the workers of our country enjoy the same privileges as referred to in text l ?
5 What are the causes that led to the struggle in text 1?
6 In what way were the rights of the workers violated in text 2?

**C Now read texts 1 and 2 again. In the chart below tick if the privileges are enjoyed and cross if they are denied.**

| Text 1 : given/denied | Privileges | Text 2: given/denied |
|---|---|---|
| | Working hours | |
| | Safety-laws | |
| | Minimum wages | |
| | Better working conditions | |
| | Better pay | |
| | Better standard of living | |

**D Write a composition of 150-200 words about a day in the life of a garment worker. She is about 19. Use the cues from the box.**

How she goes to factory ……….. where she eats lunch ………. How long she works …….. her likings and dislikings …….. her colleagues ………. What she would do in future, etc.

# Unit Nineteen : Holidays

## Lesson 1

## Making a plan

**Objectives :** By the end of the lesson you will have

- asked and answered questions
- read brochures
- completed dialogues
- looked for information
- written information

**A Work in pairs. Ask and answer the following questions.**

- Have you ever gone on a holiday'? If yes, where did you go'?
- If not, would you like to go on a holiday? If so, where? When? Who with?

**B Read the information about the different city tours that appears in a Parjatan Corporation brochure and then complete the conversation between Neela, Becky and Masum, that follows.**

**Tour-1 : Dhaka City Sight- Seeing Tour** (3 HRS. )
**Attractions :** Visit National Museum-Parliament House-Mughal Fort- Dhakeshwari Temple, Pass through Martyr's Memorial for Language Movement-three Leaders Mausoleum-Curzon Hall_ Supreme Court-National Mosque-Sadarghat River Terminal and back. Price: Tk. 200/- Per Person

**Tour-2: Dhaka City Sight- Seeing Tour with excursion to Savar National Memorial and Dhamrai Brass Ware Village (6 HRS.)**
**Attractions :** Pass through Supreme Court-National Mosque- Curzon Hall-three leaders Mausoleum-Martyr's Memorial. Visit Dhakeshwari Temple-Mughal FortNational Museum & Parliament House. Drive to Savar and visit National Memorial. Rest, stop and lunch at NTU Restaurant. Joy drive to Dhamrai Brass Ware Village, visit and back.
Price: Tk. 600/- Per Person

**Tour- 3 : Dhaka City Sight- Seeing Tour including excursion to Ancient capital, Sonargaon. (6HRS.)**
**Attractions :** Visit Parliament House-Mughal Fort-Dhakeshwari Temple and National Museum. Pass through National Memorial - three leaders Mausoleum-Curzon Hall- Supreme Court- National Mosque and city centre. Drive to Sonargaon. Visit ancient capital . Rest. Stop and packet lunch. Visit folk art museum and back to Dhaka.
Price: Tk. 600/- Per Person

**Tour- 4: Dhaka City Sight -Seeing Tour. Including River Cruise (5 HRS.)**

**Attractions:** Part-1, same as Dhaka city Sight-Seeing Tour. (Tour 1) Part-2. Drive to Mary Anderson Floating Restaurant at VIP Jetty, Pagla. Rest, stop and tea/ snacks, lunch. 2 hours cruise on river Buriganga.
Price: Tk 700/- Per Person

*Masum: Guess what I've -------- for you. Neela:*
*What is it?*
*Becky: Can I ---------- it. Is it about -----------y. Masum: Well, you me.*

*Neela: Where are we - ?*

*Masum: ------------about it. I've got ----------- Parjatan Corporation brochures of city --------------------- tours.*
*Beckv: Look! -----------one is offering -------------. I`d love to --------- some more Bangladeshi, food.*
*Neela: I bet you would. Look Beck i•, in tour 4 there's ---------------.*
*Masum: But the Sonargaon trip would be more --------- .*
*Neela: Why not go for ----------?*
*Masum: That'll cost ----------each.*

**C Read the information about the four tours again. Work in pairs and find the follow - ing information.**

*I Who is offer- ing the tours?*

*2 How long does each tour lust?*

*3 What tours might the children like? Why do you think so?*
*4 Which tours do Becky and Neela like?*
*5 Which places are common in all the tours?*
*6 How long is the river cruise:'*
*7 Which tours offer packet lunches?*

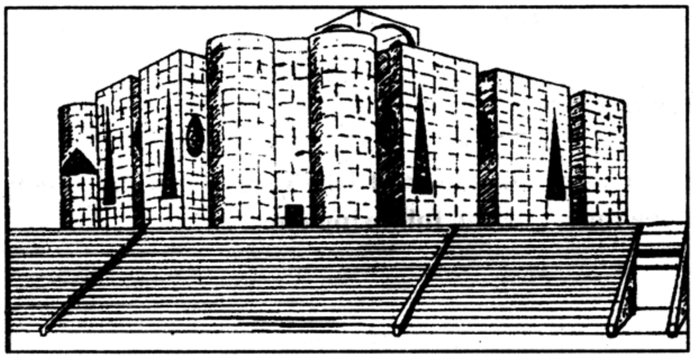
## **Lesson** 2

# A day out

**Objectives :** By the end of the lesson you will have

- looked at a picture and talked about it
- corrected information
- put information in the right order
- written a composition

A **Look at the picture. What do you see? Where is this building?**



**B Becky, Neela and Masum went on Tour 4. Becky wrote about her experiences in her diary. Some information from her diary is given below. Read about the tours in lesson 1 and say if the information she gives about Tour 4 is accurate or inaccurate. If accurate put a tick after it. If incorrect re-write it to give the right information.**

Saturday
15 July 2000

a We went on tour 2& 4

b We stopped at the Martyr's Memorial for Language Movement

c we visited the National Museum, Parliament House, Mughal Fort and Dhakeshwari temple

d We drove to Pagla and had tea at Mary Anderson, a floating restaurant

e We took our lunch with us

f We enjoyed the river cruise for 3 hours

**C Read the following extracts from Becky's diary. They are not in the correct order. Put them in the right order.**

The collection of sculptures and paintings of the Buddhist and Muslim period interested me most.

The famous muslin fabric and `Nakshi Kantha' (embroidered quilt) are something one should not miss seeing.

I took some photographs of the Shaheed Minar

*I admired and enjoyed the scenic beauty of riverine Bangladesh.*

*We came back after sunset.*

*We started at 9 o 'clock*

**D Imagine that you went on a tour of Dhaka City or any other city. Now write your experience of the tour. Use the following cues.**

*First of all …………… Next ………………..*
*Then ----------------- In the afternoon ………..*
*In the evening ----*

Tours and Travels
Bangladesh Parjatan Corporation
233 Airport Road, Tejgaon, Dhaka

**You can begin like this:** First of all we went to the -----

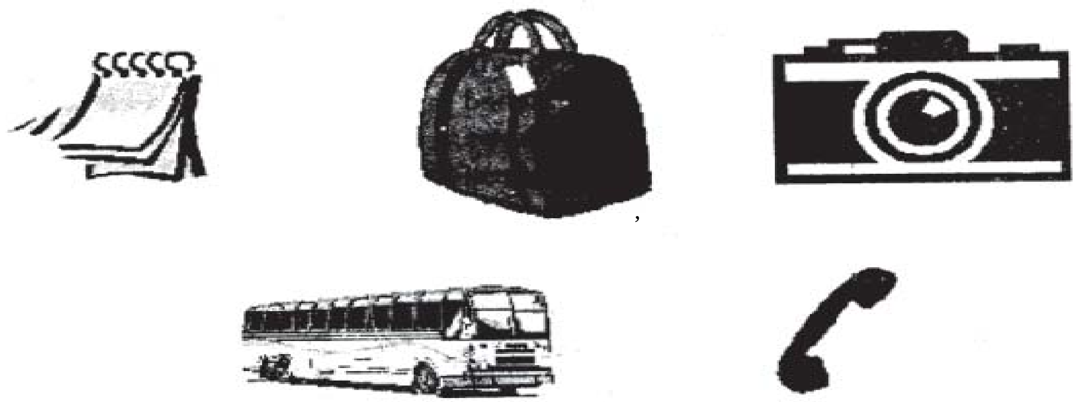
## Lesson 3

# Going on a holiday

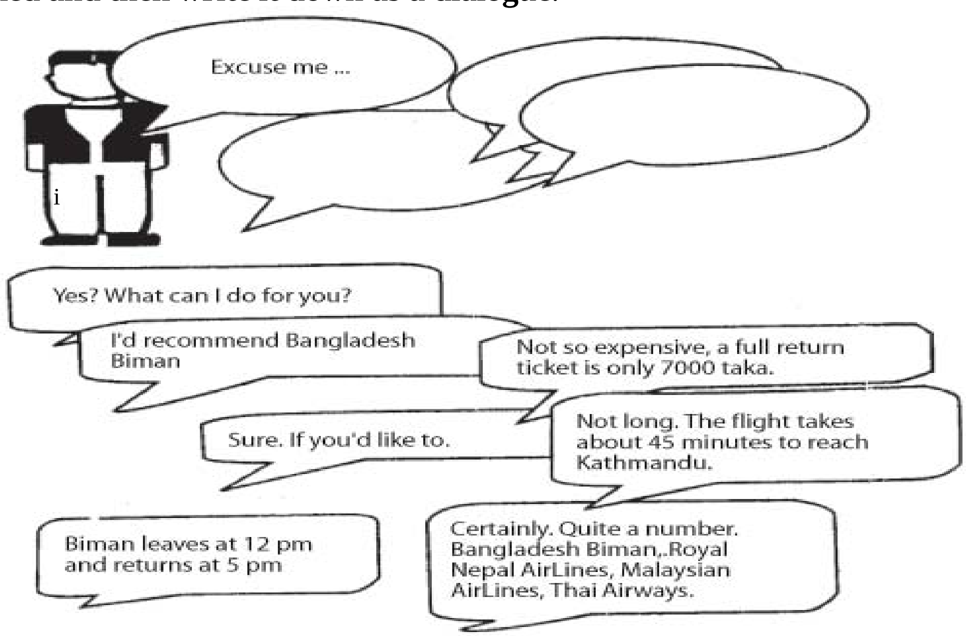
**Objectives :** By the end of the lesson you will have

- looked at some pictures and talked about them
- completed a dialogue
- role-played the dialogue
- written a letter of application

**A The pictures below are related to travelling. Work in pairs. Say what each item is : and what their functions are.**



**B Masum, Neela and Becky are planning to go to Nepal. Masum went to a travel agent to get some information regarding their visit. Below is what the travel agent told Masum. From his speech guess what Masum• would have said and asked and then write it down as a dialogue**.




**C Work in pairs. Role-play the dialogue between Masum and the travel agent.**

**D Neela's school is closed for the summer holydays but Masum's not. He needs to ask for leave before going on a holiday. Imagine you are Masum. Write a letter of application to the headmaster/headmistress of your school asking for a week's leave.**

# Lesson 4

# Take off

**Objectives :** By the end of the lesson you will have -

- looked at pictures and matched them with captions
- asked and answered questions
- read a text and answered questions
- written a letter

---

**A Look at the signs. What do they mean? Match the signs with the captions.**



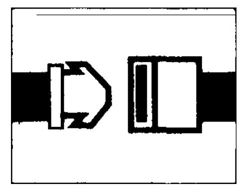


**Toilet**

No smoking

Fasten your seat belts

Handicap facilities



**B Ask and answer the following questions.**

1 Have you ever done any travelling to any place? If so, where did you go and when?
2 How did you travel?
3 Did you like the journey?
4 Have you ever travelled by air? If yes, did you like it?

**C Read the text and answer the following questions.**

Masum felt a little bit nervous. It was his first journey by plane. Masum, Neela and Becky were sitting in Row 9. Masum looked quickly and tried to have a glimpse of Neela and Becky: Both of them looked calm and relaxed but Masum felt his tension rising. The captain announced that he would be soon starting. Masum clenched his fists. After a pause the plane started taxiing. Then slowly it began to race down the runway and after a while with a jerk, it took off. Masum looked down from his window and saw buildings, people and trees looking like miniatures. The roads looked like snakes, so did the rivers. As the} rose higher, the plane bumped a little as the weather was a little rough. Masum held on to his seat and closed his eyes. However, soon he began to overcome his fear and looked out of his window again. He saw the soft white clouds floating by. They looked like huge

cotton balls. There were clouds all around him. Masum was amazed. He felt 1ike, touching the clouds. They were flying! Masum couldn't believe his long cherished dream had at last come true. The day Neela had flown to Singapore, Masum dreamt of travelling by plane one day too.

1 Why was Masum nervous?
2 Why did Masum looked at Neela and Becky?
3 Why do you think Neela and Becky were not nervous as Masum was?
4 What was Masum's long cherished dream?
5 What was Masum's impression of the clouds?

**D Imagine you are Masum. Write a letter narrating your experience to your friend who has not travelled by plane. Use the given cues. You can also use some of the information in C.**

- first plane journey
- started from
- getting into the plane
- fastening seat belt
- non-smoking flight
- getting a window seat

# Lesson 5

## Destination Kathmandu

**Objectives :** By the end of the lesson you will have

- looked at a picture and asked and answered questions based on it
- filled in gaps
- listened to a text and written answers to the questions

**A Look at the picture. Ask and answer the questions that follow.**



- What do you see in the picture?
- What comes to your mind when you see this picture?
- Why are the mountains white?

.

**B Read the text and fill in each blank with the right word from the box.**

The plane touched down at Kathmandu Tribhuban Airport. Masum was no more ---. He was ----to see what was outside. The door of the plane -------. Everybody stood in a----- and slowly started to walk towards the ---------------------------. The cabin crew --------------every passenger for travelling with Bangladesh Biman. Neela, Becky and Masum took their hand ……… and walked forward. As they reached the door a --------------of cold pleasant air ……. them. They looked around with …… and climbed down the steps. The ----------------------------------------------------looked like a picture and the high ……... ------------------------------------------------------range in the background was something Masum had only read about in ---------

| |
|---|
| mountain, railway station, eager. opened, queue, door, welcomed, travelling, luggage. nervous, blast, greeted, interest, thanked, anxiously, books, airport, happy. |

**C Masum, Becky and Neela have arrived at a hotel and want to reserve two rooms. Now listen to the text and write answers to the questions.**

1 What two modern amenities does the hotel have?
2.What type of food does the restaurant serve`?
3 What type of vehicles could you (let to rent?
4 What do they offer free`?
5 What sort of credit cards does the hotel accept?
6 Mention four things that one can get assistance with from the travel counter.

**D Imagine you are staying in a hotel. Listen to the text again and then note down which facilities you would like to enjoy.**

# Lesson 6

## Sights and sounds

**Objectives :** By the end of the lesson you will have

- looked at pictures
- read a text and found meanings of some expressions
- matched expressions with meanings
- written a paragraph

---

**A The pictures are of a tourist sight in Kathmandu, Nepal. Look at them. What do you see?**



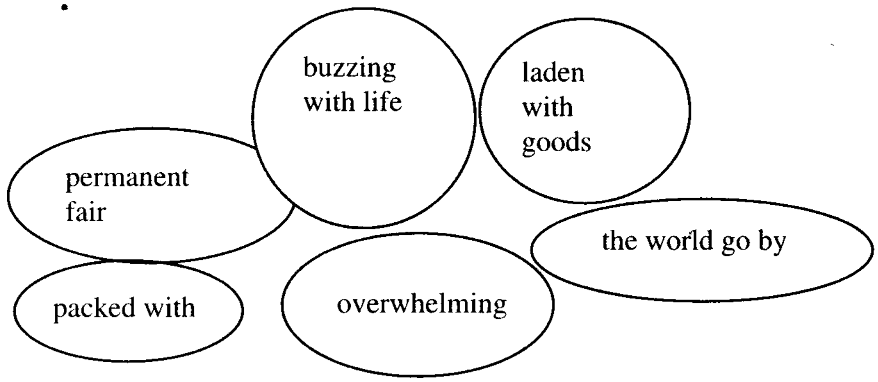


- Are both the pictures of the same place?
- Why do you think so?

**B Read the text and tell your partner what the expressions in the circle below refer to.**

Immediately after lunch on the hotel restaurant, Masum, Becky and Neela went out to have a look of the city. Thamel, known as the tourist area, is extremely popular for its cheap hotels and restaurants. Each and every shop was laden with attractive tourist nick-nacks. To Masum it seemed like a permanent fair. The narrow lanes were packed. The entire area was buzzing with life. The things that attracted Masum's attention most were the wood carvings as well as the beads and strings of precious and semi-precious stones. There were restaurants on almost every rooftop. People were busy looking, buying and eating. The sights, sounds and smells were almost overwhelming. They crossed Thamel and came to *Durbar Square.* The temples there date back from around 12th to the 19th

century. Masum, Becky and Neela climbed the steps of one of the towering temples and sat on the stairs. From there they watched the world go by. They spent more than a couple of hours there and the three young people had hardly noticed it! They enjoyed the great views across the square and the roof tops of the city.




**C Read the text. Some phrases mean the same as expressions in the circles in B. Work in pairs. Find the meaning of the expressions.**

The narrow Thamel streets were over crowded with tourists from different parts of the world. Everybody was busy seeing and buying things. Each and every shop was weighed down with things of interest. To Masum it seemed like a fair that would go on forever Masum sat down on top of the stairs of a temple and watched the day to day activity of the general people. The entire area was full of different kinds of activity. The whole sights and sounds touched Masum very strongly.

**D Imagine you have gone to a local market. Write a paragraph using some of the expressions in B.**

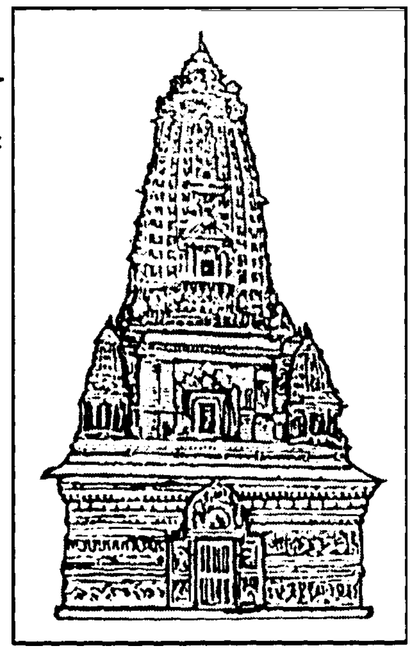
## Lesson 7
## Top of the world!

**Objectives :** By the end of the lesson you will have

- looked at pictures and talked about them
- listened to a text and found true/false statements
- read a text and answered questions
- written an article

**A Work in pairs. Look at the pictures and tell your partner the things that you see in them.**





**B Read the following statements.**

1 Masum, Beck, and Neela stayed a day and a night/ twenty-four hours at Nagorkot.
2 From Nagorkot their destination was Kathmandu.
3 Pokhara is 900m lower than Kathmandu.
4 Kathmandu is the most popular destination of the tourist.
5 The mountain range is very far from Pokhara.
6 The 8000m peaks of Everest dominate the view to the north.

**Now listen to the text and say/write if the statements are true or false. If false, give the correct information.**

**C Read more about Pokhara. Answer the questions that follow.**

The Pokhara valley has three lakes. Two of them, Rupa Tal and Bengas Tal are slightly to the east of the town while the third and largest, Phewa Tal, is the focal point for Pokhara's tourist industry.

Pokhara is surprisingly a sprawling town, stretching in a north-south direction for about 5km. Starting from the north; there is the busy bazaar area, which also contains the oldest

part of Pokhara. South of the bazaar is the bus station and south again is the airport. West to the bus station and airport is Phewa Tal, the Lakeside tourist centre where pokhara,s great and growing number of hotels and restaurants are located. It's a long walk form place to place in Pokhara and if you go from south to north it's uphill all the way.

1 Describe the important places on the south of the bazaar and on the west of the airport in Pokhara.
2 Imagine your friend wants to go to a hotel in Phewa Tal. Direct her/him how s/he going to go there. .

**D Imagine you have visited a particular place. Write about your experience using the following questions.**

- How did you plan your visit?
- Where did you go?
- When did you go?
- How did you travel there? ,
- How long did it take?
- How long did you stay there?
- What did you see?
- What did you like best?

# Unit Twenty : Myths and Fables

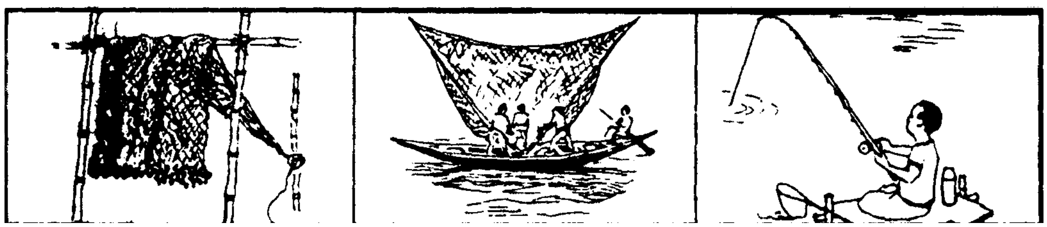
## Lesson 1
## The fisherman and the genie

**Objectives :** By the end of the lesson you will have

- identified the things needed for fishing
- discussed a fisherman's luck
- read a fable and completed a table
- answered questions
- written a paragraph

---

**A Do you know these things? What are they used for?**



**B Discuss with your partner:**

1 How can a fisherman become a millionaire all on a sudden?

2 What do you think a fisherman would do with a million taka?

**C Read the fable and complete the table below.**

**The fisherman and the genie**

Once upon a time there lived a fisherman who was old and poor. He could barely support his wife and three children. Every day he used to go fishing early in the morning, but he never threw his net into the sea more than four times.

One morning he threw his net into the sea as usual. As he was pulling it back towards the shore, he felt a great weight. He thought he had caught a large fish, and so he felt very happy. But a moment later he saw that he had no fish, rather only a dead donkey. He was very disappointed.

Then the fisherman became angry. He had just repaired his net, and he noticed that the weight of the dead donkey had broken it in several places. Still he threw the net into the sea a second time. When he drew it in, he felt a great weight, so again he thought it.-was full of fish. But he found only a large basket full of trash. He felt even more miserable. "0 Fortune!" he cried. "Do not play games with me." After he had washed his net, he threw it into the sea for the third time. But this time he only drew stones, shells and mud. He almost gave up the idea of getting any fish. •

Before he threw his net into the sea a fourth time, he had prayed to God for a big fish. And this time he thought he had a fish, but again there was no fish, rather only a copper vase.

From its weight, the vase seemed to be full of some valuable things. He noticed that it was closed and sealed with a lid. He was very excited and decided to sell the vase. With the money he planned to buy wheat.

He examined the vase and shook it. Although he heard nothing, he thought there must be something valuable inside it because it was sealed. With his knife he opened it. Nothing came out. While he was looking at it with disappointment, a thick smoke came out of it. The smoke rose up in a cloud and stretched over the sea and the shore. When all the smoke was out of the vase, a genie formed, twice as large as the largest giant. When the fisherman saw such a terrible-looking monster, he was so frightened that he could not move.

"Great King of the genies," called the monster, "I will never again disobey you!"

Hearing those words, the fisherman became brave and said, "Tell me why you were locked up in the vase." '

The giant looked at the fisherman and said, "Speak to me more politely or I shall kill you." "Why should you kill me?" asked the fisherman. "I have just freed you. Have you forgotten that?" "No," answered the genie, "but that will not stop me from killing you. I am only going to do you one favour: you may choose the way you die. I cannot treat you in any other way." The fisherman was very sad. "What an unlucky man I am for freeing you. Please do not kill me." "I have told you," said the genie, "that is impossible. Quickly choose how you will die." The fisherman began to think of a way to trick the genie.

"I really cannot believe," said the fisherman, "that this vase can hold your feet, let alone your whole body. I cannot believe it unless you show me."

The genie began to change himself into smoke, which spread over the sea and the shore. Collecting itself together, the smoke began to go back into the vase until there was nothing left outside. Then a voice came from inside the vase. It said to the fisherman, "Well, unbelieving fisherman, here I am in the vase. Do you believe me now?" Instead of answering, the fisherman quickly took the lid and shut the top of the vase tightly.

| Each time the fisherman threw his net | What he caught | How he felt |
|---|---|---|
| 1st time | | |
| 2nd time | | |
| 3rd time | | |
| | | |

**D Answer the questions.**

1 Why was the fisherman happy When he found a vase in the net?

4 What came out of the vase?

2 Why was the vase sealed?

5 Why did the genie go back to the vase?

3 Why was the genie put inside a vase?

6 Why did the fisherman want to build a house near the shore?

**E Write a paragraph on what you think the fisherman did with the vase after he had shut its lid tightly.**

# Lesson 2

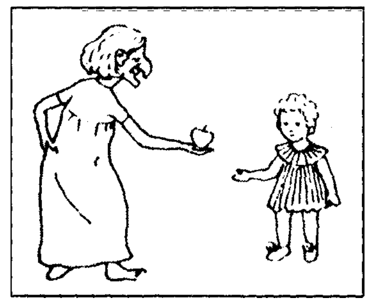
## Snow White

**Objectives :** By the end of this lesson you will have

- discussed a picture
- read a fairy tale and filled in boxes to show sequences
- discussed statements
- written a story

---

**A Look at the picture and tell your partner what is happening in the picture.**



**B Read the fairy tale and answer C below**

**Snow White**

Once upon a time a queen sat sewing at a window. Snow was falling and some flakes landed on the windows' ebony frame. Suddenly the queen pricked her finger with her needle and three drops of blood fell upon the snow. She said to herself, "If only l had a child as white as snow, as red as blood, as black as ebony." Soon afterwards the queen had a daughter called Snow White, with skin as white as snow, lips as red as blood and hair as black as ebony. When she was born, the queen died.

After a year, the king married again. Every day the queen used to ask her magic mirror, "Mirror, Mirror on the wall who is the fairest of them all?" And the mirror would reply, "You. are, O, queen." But one day the mirror replied, "Snow White is." The queen ordered the huntsman, "Take Snow White into the forest and kill her. Bring me her liver and lungs as proof." The huntsman took the child into the forest, but he had not the heart to kill her. He shot a young boar instead and took its lungs and liver to the queen.

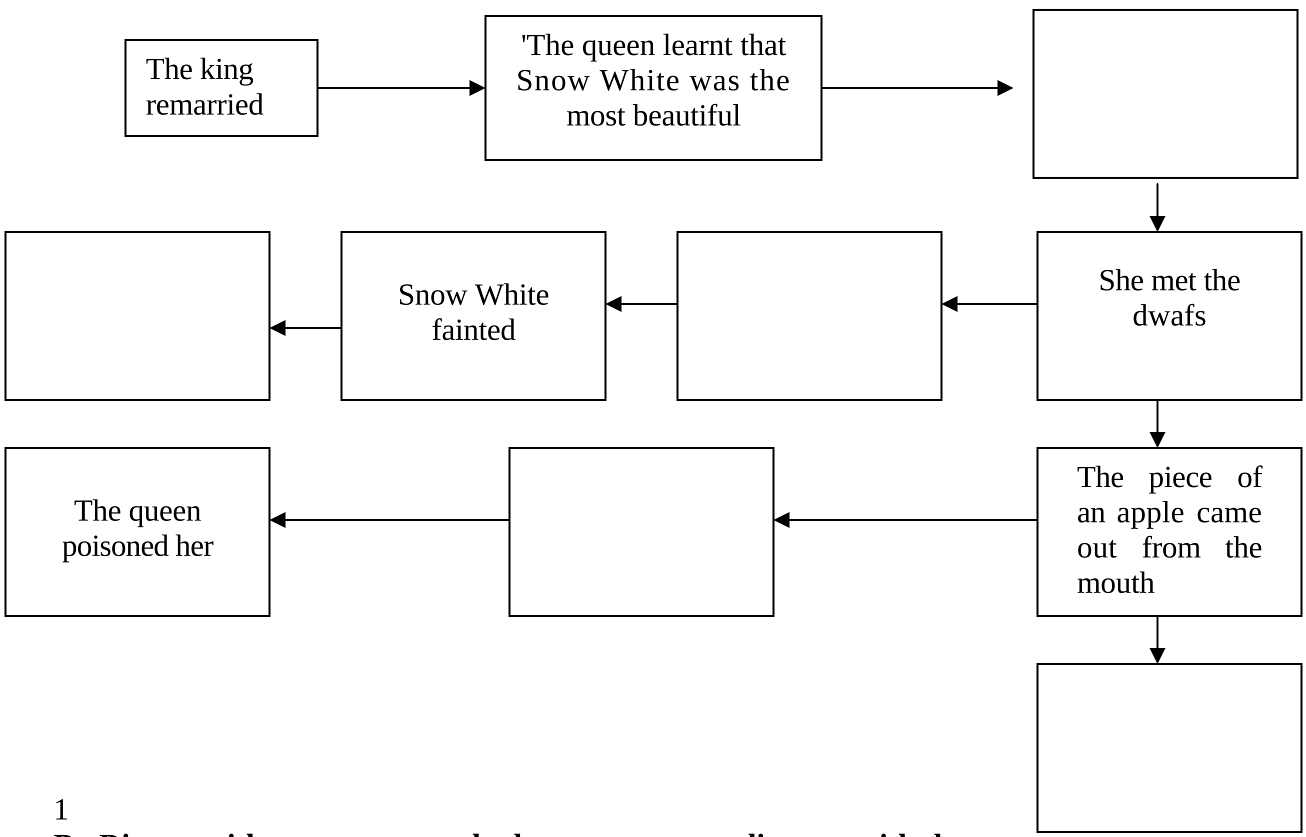
Alone and afraid Snow White ran through the forest. At last she came to a cottage. It was a cottage of seven dwarfs. At nightfall the seven dwarfs came back and saw Snow White. Next day, Snow White told the dwarfs all about her stepmother. They said, "If you look after us, we will look after you." Snow White kept house for the seven dwarfs.

One day the queen asked her magic mirror. "Mirror, Mirror on the wall who is the fairest of them all?" "Snow White", the mirror replied. The queen was so outraged that she went out in disguise looking for Snow White, selling colourful laces from door to door. One day she reached the dwarfs' house and asked Snow White to come out and buy laces from her. When Snow White came out she covered her with laces so tightly that Snow White fainted. "Now, I am the fairest in the land, once more," the queen thought. When the dwarfs came home 4hey thought Snow White was

dead. But when they cut her laces she began to breathe. The next time when the queen asked her mirror, "Mirror, Mirror on the wall, who is the fairest of them all?" "Snow White", the mirror replied. So, disguised as a farmer's wife, she went back to the cottage. She took with her a beautiful apple, white on one side and red on the other. The red side of the apple was poisoned. Snow White would not let her in, but the old woman said, "Why not share my apple? I shall have the white side. And the red side is for you". So as she ate the apple, she fell dead:

That night, the dwarfs tried everything, but they could not wake her up. After weeping they put her in a glass coffin. Snow White lay in her glass coffin, as the years passed she grew into a young woman. One day a prince came by. As soon as he saw Snow White, he fell in love with her. "Please let me have the coffin," he cried. "I'll pay you well for it!" We wouldn't sell it for the world," one of the dwarfs said. "But I cannot live without Snow White!" sighed the prince. So the dwarfs took pity on the prince and gave him Snow White. As his servants were carrying the glass coffin, one of them stumbled, the coffin tilted, and the piece of the poisoned apple fell from Snow White's mouth. At once she cried, "Where am I?" The prince said, "Safe with me! And be my queen!" Everyone was invited to the wedding, even was Snow White's stepmother. As soon as she arrived, the prince's guards seized her.

**C Show the sequences of the story by completing the boxes.**




1

**D Discuss with your partner whether you agree or disagree with these statements. Give reasons and examples in favour of your answer.**

a The huntsman was very kind.
b The stepmother was very jealous.
c The seven dwarfs loved Snow White more than the world.
d The prince came to save the life of Snow White.

**E "As soon as she (the queen) arrived, the prince's guards seized her." Continue the story from this point and end it the way you like.**

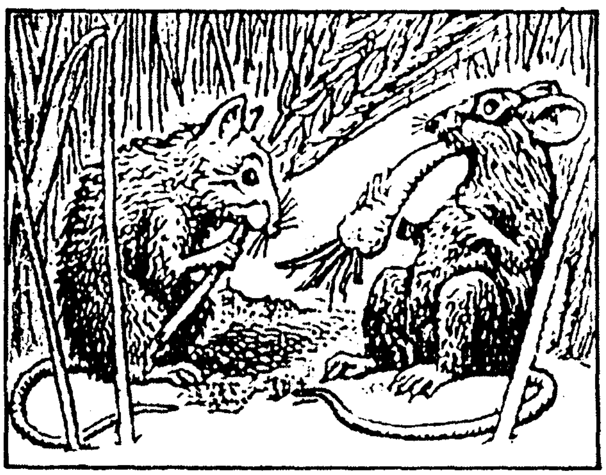
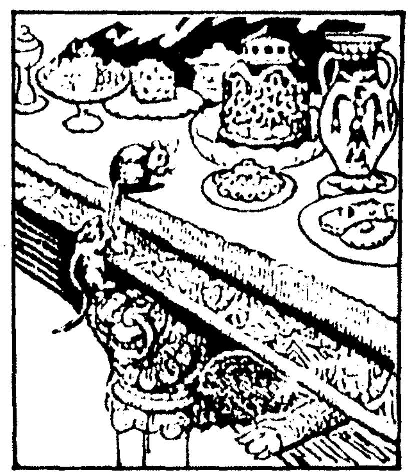
# Lesson 3
## The country mouse and the town mouse

**Objectives :** By the end of this lesson you will have

- talked about the pictures
- read a story and listed food items
- discussed questions
- written a letter

---

**A Look at the pictures and talk to your partner about them.**

**B Read the story and make a list of foods the town mouse and the country mouse ate.**

**The Country Mouse and the town Mouse**

A country mouse lived in a field of barley. He made a nest and hung it, upon two stalks of barley. The nest was very small and very light. The country mouse ate barley and the roots of other plants. A mouse from the town came to see the country mouse. The town mouse

was very quick and clever. His home was in a big house in the town. The country mouse gave the town mouse dinner in the barley field. He brought out the very best barley and roots for the meal. But the town mouse did not enjoy his dinner. "My poor friend," he said, "in town we have much nicer food than this. You must come to see where I live. I shall give you all sorts of good things to eat." The town mouse returned to his home taking the country mouse with him. They went to a big house.

"I live here,", said the town mouse. He pointed to a small hole in the wall. "That is my front door. Come and see my house." The town mouse slipped through the hole in the wall. The country mouse followed. They went into the big room. "This is the drawing room," said the town mouse. "Sometimes I sleep in the cupboard. We shall eat in the dining room." They went into another room. There was a long table in it. "Jump up," said the town mouse. "You can eat anything you like." The town mouse climbed up the table leg, and on to the table. The country mouse followed. On the table the country mouse saw plates of bread and butter, jam and honey, and cheese. There was a cake full of currants and raisins and there were different kinds of biscuits. The country mouse took a sip of honey. Then he nibbled a small piece of cake. He had never eaten anything as good as this. Suddenly the door opened. The two mice jumped off the table and hid under it. The country mouse was very frightened. A woman came in. She put another cake on the table. She did not see the mice, and she went away. After a long time, the town mouse and the country mouse climbed back on to the table. The country mouse began to nibble another piece of cake. Then they heard a dog barking. The dog ran into the room and began to sniff all round the table. The mice hid behind a big cake. The woman came back. "Naughty dog!" she said, "You mustn’t steal the cakes." She chased the dog out of the room. The town mouse began to eat again. "We must be hungry," he said, "I am not afraid of the dog, but there is a cat here too." "Oh no!" the country mouse was running away. "No, thank you", he said. "I'm going home. I must. This house is too dangerous for me. My house is small, and my food is plain, but I can live in peace and quiet."

**List of foods**

| **Town mouse** | **Country mouse** |
|---|---|
| bread | |
| | |
| | |
| | |
| | |
| | |

**C Now discuss the following questions with your partner.**

1 What type of house does the town mouse live in?
2 What type of house does the country mouse live in?
3 Who do you think lives in peace`? What evidence do you have to support this?

**D Write a letter to your friend describing the type of house you live in and whether you are happy or not living in such a house.**

# Unit Twenty-one : Let's Write

## Lesson 1
## A letter

**Objectives :** By the end of the lesson you will have

- asked and answered questions
- read a letter and matched it with captions
- matched expressions with situations
- rewritten an application in a correct style with appropriate expressions

---

**A In pairs ask and answer these questions.**

I Do you write letters?
2 Who do you write to?
3 When did you write your last letter?
4 Have you written any letters in English? If you have, who have you written to?

**B Read the following letter and match the captions in the box with the numbered lines in the letter.**

| |
|---|
| Name of the addressee |
| Writer's name |
| Position of the addressee |
| Date |
| Writer's address |
| Content of the letter |
| Writer's signature |
| Address of the addressee |
| Finishing |
| Writer's position |
| Writer's name Addressing the addressee |

I Ms -Sayeda Begum
2 74 Circuit House Road
Cox's Bazar

3 Mr A H Khan
4 General Manager
5 Ace Textiles Ltd.
Gazipur, Dhaka

6 17 August 2001

7 Dear Mr Khan

8 1 wish to apply for the position of Personal Assistant advertised in The Daily Ittefaq of August 15, 2001.

My current position is Senior Office Assistant in a local trading house.

I graduated with a BA from Chittagong University in 1995 and have a diploma in-secretarial skills.

Please find enclosed my CV.

I look forward to hearing from you soon.

9 Yours sincerely

10 Sayeda Begum
11 Senior Office Assistant

**C Match the following expressions with the situations.**

| Expressions | Situations |
| --- | --- |
| I would like to.. | A student is writing an application to a teacher |
| Would you please... | A customer is unhappy about a product |
| This is to inform you | Someone is making an inquiry |
| I am writing to complain that.. | |

**D Rewrite the following application correcting the expressions and style.**

To,
Ms Nafeesa Sultana Director,

The Computers Ltd.

12, Elephant Road, Dhaka-1207.

Dear Madam,

With due respect I beg to state that I want to apply for a job position at your esteemed computer firm. I have got a degree in software programming and have worked in a computer firm for three months. I have also got a diploma in secretarial skills.

I am sending my CV with the application for your kind consideration. I would be honoured if you are kind enough to consider my candidature for the above post.
With advance thanks.

Your obedient servant.

# Lesson 2

## Writing a story

**Objectives :** By the end of the lesson you will have

- looked at a picture and guessed
- asked and answered questions
- filled in a table
- written a story from picture clues

**A Look at the picture and guess what happened.**




**B Imagine that the picture above is a scene from a story. The boy is the central character and the doctor's chamber is the setting. Now, ask your partner about the central character and the setting.**

How old is the boy?

What do we see in the picture?

Does he go to school?

What is the doctor doing?



**C Read the following texts and answer the questions.**

1 The room was dark. Although it was midday, there was a neon light glowing inside. A large framed picture of poet Nazrul Islam was hung on one of the walls. Under it, on a length of rope, strung up between two corners of the room, dishevelled saris, T-shirts and trousers were hanging.

Which one describes a setting?

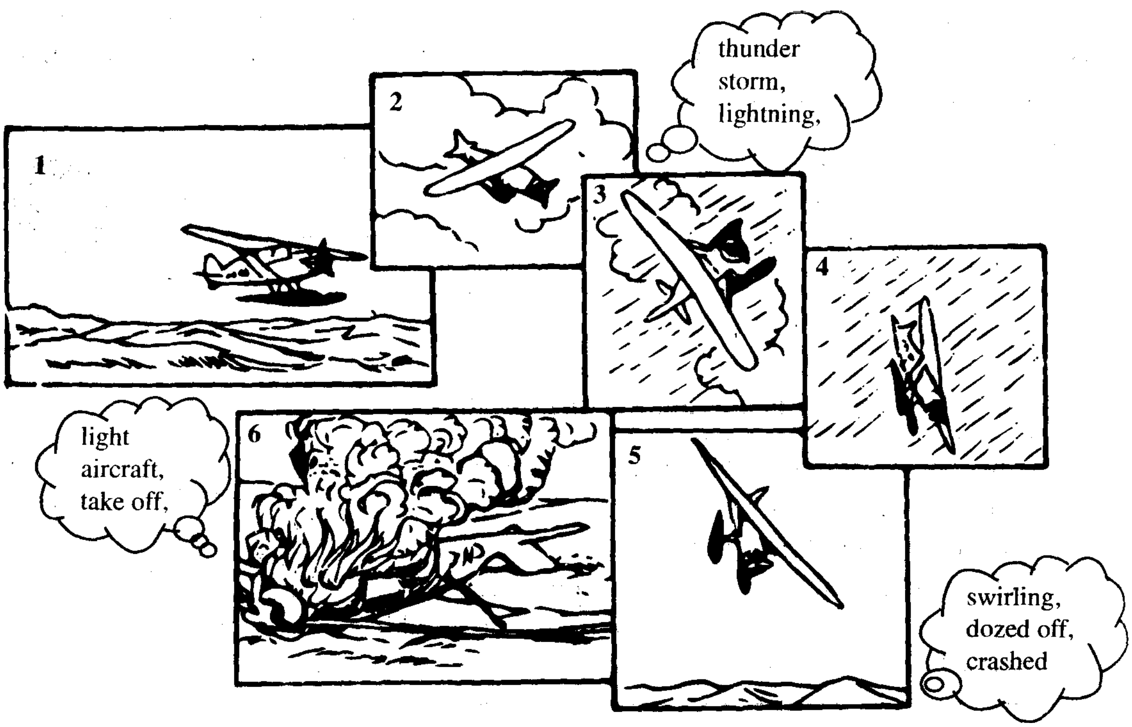
Which one describes a character?

2 I was in an off mood. It happens sometimes. I didn't want to read, I didn't want to think, and I didn't want to talk to anyone. My mind seemed to have run out of fuel--its ;wheels, lacking oil, to have gradually become dry. All on a sudden, everything had ground to a halt.

**D Fill in the table with information from the above texts and extend the descriptions by adding details of your own.**

| Description | Details |
|---|---|
| Setting | |
| | |
| | |
| Character | |
| | |
| | |

**E Look at the pictures below. Write a story using them and the words given.**



# Lesson 3
# Writing a CV

**Objectives :** By the end of the lesson you will have
- read job advertisements and answered questions
- read a CV
- written a CV with information from a biography

**A Look at the job advertisements and answer the questions.**

***Vacancy for Teacher***

Dhaka Laboratory School invites applications from candidates for maths teachers. Candidates are required to send their applications along with a copy of resume mentioning teaching experience and a recent passport size photograph to the Headteacher before 7 September 2000.

**Bangladesh Bank Employment Opportunity**

**Manager**

Bangladesh Bank seeks applications for the position of Manager in Its Head Office.
Interested candidates are requested to submit their applications with bio-data and a recent photograph to the General Manager.

**Career Opportunity**

Beximco is inviting applications for Computer Programmer for their software branch. Interested candidates are requested to apply with their CV before 23 July 2000 to:
Manager
Personal Department
Beximco Bhaban
69B Motijheel
Dhaka 1000

What are the things you need to send in with those job applications?

**B Read the following CV. Imagine that you are going to interview the person for a job. Write down some questions that you would like to ask.**

Green House, Phone : 9065794
28, Mirpur, Dhaka-1205

Name : Masuma Hassan

Present Position with address : Out of work. 23 Staff Quarters, Banani, Dhaka- 1213

Date of Birth : 2 January 1980

Nationality : Bangladeshi

Education : H.S.C from Rajshahi Govt. College, k-996
S.S.C from Rajshahi P.N. Girls High school 1994

Work Experience : Worked in Sunnydale school as nursery teacher for 3 months, Jan March 1998

Say something about your interests other than

1 Have you received any training or done a course apart from those at school and college?

Other training : Computer course, Spoken English course, June-Sep 1999
Language : Bangla and English
Awards : Jatiyo Shishu Purashkar from Rajshahi for second position in the reciting competition 1992, Bangladesh
First position in the debating competition at the Bangladesh Shishu Academy Competition, 1993
Attended National Camp of the Girls Guide, Dhanmondi Residential Boys' School 1992
Attended Zonal Camp of the Girls' Guide Rajshahi, 1993

**C Read the following biography and make a CV for her with the necessary information.**

**Story of Ms Fatema**

This year's National Award for Teaching has been awarded to Ms Fatema Ahmed, a young teacher from Neel Para Primary School.

Fatema started her career as a teacher in Jalilpur Primary School. She taught there for three years and then joined Neel Para Primary School after her marriage. She was born in Jamalpur district in 1976. After she passed her SSC in the first division she got admission to Mymensingh Girls' College in 1992. She has always been interested in teaching and thought of becoming a teacher from young age. She joined the Primary Training Institute in Jamalpur in 1994, after she had passed HSC with another first division. From the Primary Training Institute she was sent to various workshops and received training. In 1996 she attended a short training on English Language Teaching in Dhaka and then again in 1997 she joined a workshop in Rajshahi on school management.

She has been awarded the honour in recognition of her integrity and dedication. She is popular with her students and also with her colleagues in the same manner.

# Unit Twenty-two : Mother Earth

## Lesson 1

## Crisis in the cities

**Objectives :** By the end of the lesson you will have

- talked about some pictures
- discussed the effects of garbage-dumping and smoke-emission
- read a table and filled in gaps in a newspaper article
- told your partner what will happen if some other things happen
- written arguments supporting your own points of view in a debate

---

**A Look at the following pictures and guess what is happening.**




**B Discuss with your partner what effects these activities have on our environment.**

Well, dumping garbage here and there is no less damaging.

I think this large-scale smoke emission causes great harm to our environment.

**C Read the table and fill in the gaps in the newspaper article that follows.**

| | |
|---|---|
| Carbon monoxide (CO) | Motor-vehicle exhaust; some industrial processes |
| Sulphur dioxide (SO) | Heat and power generation facilities that use oil or coal containing sulphur; sulphuric acid plants |
| PM 10 particulate matter (TSP) | Motor-vehicle exhaust; industrial processes; refuse incineration; heat and power generation; reaction of pollution gases in the atmosphere |
| Lead (Pb) | Motor-vehicle exhaustlead smelters; battery plants |
| Nitrogen oxides (NO, $NO_2$) | Motor- vehicle exhaust; heat and power generation Nitric acid, explosives; fertilizer plants |

| | |
|---|---|
| Photochemical oxidants | Formed in the atmosphere by reaction of nitrogen oxides, hydrocarbons, and sunlight |
| Non-methane hydrocarbons | Motor-vehicle emissions; solvent evaporation; industrial processes; solid waste disposal; fuel combustion |
| Carbon dioxide($CO_2$) | All combustion sources |

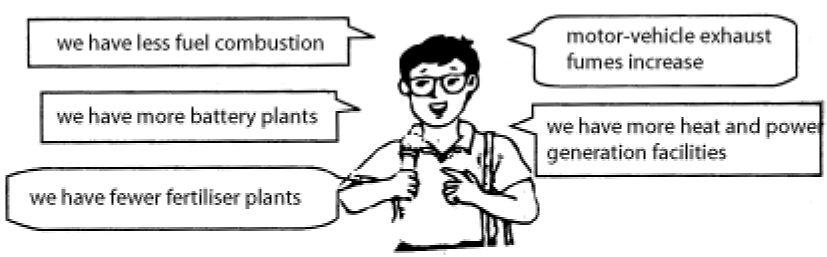
## Check at source

**Environmentalists fear that if the number of motor vehicles increases at this rate some day there will be no clean air to breathe in. It is found that motor vehicle exhausts not only carry carbon monoxide and lead but also ………. …………**

and -----------------------------------------------------------------------------------------------------------

**Add to it the recent outbursts ……………of industrialisation near the cities. Every industrial plant has its own power generation system, which produces ……………….. and …………… both deadly for life. Some cities have fertiliser plants close to its outskirts, which is a worse case. These plants produce ………………. The cities themselves produce a large amount of solid waste that is a major source of a pollutant …………. . If we cannot check these sources of pollutants, it will be very difficult to live in our cities.**

**D Tell your partner what will happen if the following things occur. One is done for *you.*** *If we have less fuel combustion the carbon monoxide production will come down.*




**E Imagine that there will be a debate in your school on the merits and demerits of industries. Which side will you support? Write down your arguments. Example:**

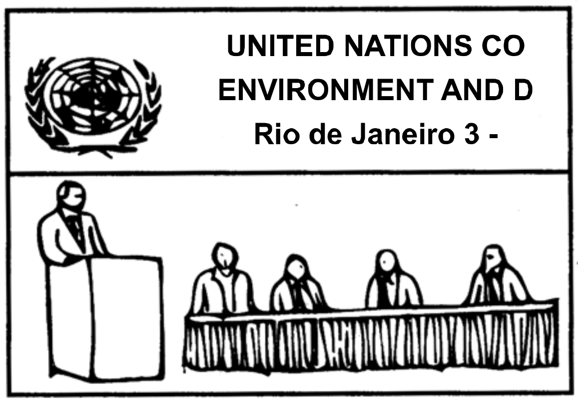
| | |
|---|---|
| *For industries:* | *produce things that are essential for life* |
| *Against:* | *produce pollutants* |

# Lesson 2 Acid rain

**Objectives :** By the end of the lesson you will have

- guessed the title of a conference
- discussed the effects of environment on health, poverty and education
- read texts and answered questions
- made a list

**A Look at the picture below and guess the title of the conference from the given options**




ENVIRONMENT AND HEALTH

Environment and Development

ENVIRONMENT AND POVERTY

ENVIRONMENT AND EDUCATION

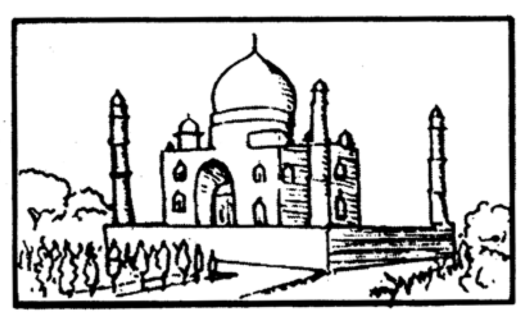
Yes, I do think so, The environment has a great effect on health such as living in a congested area can cause diarrhoea.

The environment does not affect our education at all

**B Do you agree that the environment can affect health, education, poverty and development? Discuss with your partner.**

**C Read the following text and write answers to the questions.**





Substances called acids have a sharp taste known as acidity. Ordinary rainwater is slightly acidic. But in severely polluted areas, rain can be as acidic as the acids of lemon juice or vinegar. This rain, which is very acidic can cause damage to trees, lakes, wild life, buildings and human health.

There is a link between acid rain and damage to human health. Breathing in the chemicals can harm people, causing chest illnesses. Also, when acid rain causes the release of chemicals and metals into drinking water, it can damage people's health


affected forest

**Glossary**
**Acid Rain:** Acid rain contains harmful chemical from fact gases. It damages trees, crops and building.

*I Why is acid rain harmful?*
*2 How does acid rain damage human health?*
*3 How is drinking water affected by acid rain?*
*4 What effect does acid rain have on stained gla4 windows?*
*5 What does the damage o, the Taj Mahal indicate?*

Acid pollution spoils the colour of paint, weakens leather and washes away building materials. Some stained-glass windows are 1,000 year old, but in the last 30 years acid damage has become a problem. Fading of the colours of the glass is a common result of acid rain. Many of the world's famous buildings are at risk from acid pollution. Damage to the beautiful Tai Mahal in India, caused by sulphur pollution from nearby oil refineries, was one of the first indicators o* acid pollution occurring in the developing

**D Imagine that you have acid rain in your area. Make a list of the things that might get affected by the rain.**



# Lesson 3

# Trapped in a polybag

**Objectives :** By the end of the lesson you will have

- made a list of the uses of polybags
- read an article about the problems of polybags and listed problems
- read dialogues on using polybags
- told a partner what he/she should do in some situations
- written a debate on banning production of polybags

**A Work in pairs. Make a list of the uses of polybags.**

Polybags are used

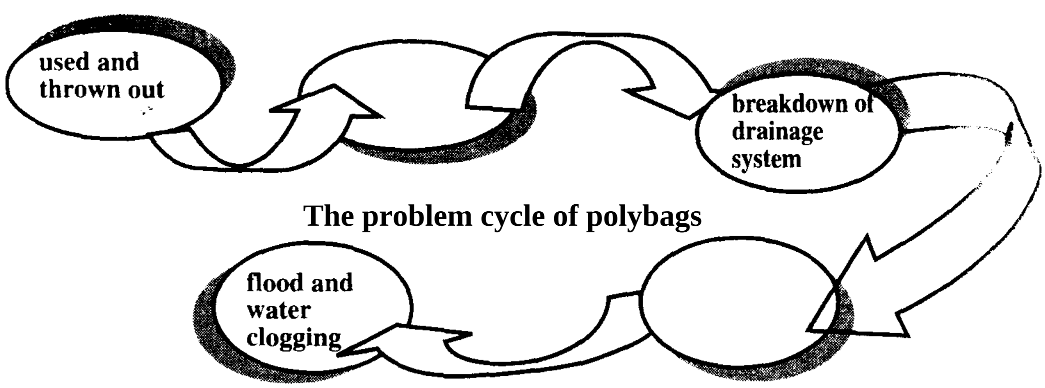
1 to carry a snack box to school or office
2
3
4
5

**B Read the following article on the problems of using polybags and list the problems mentioned.**

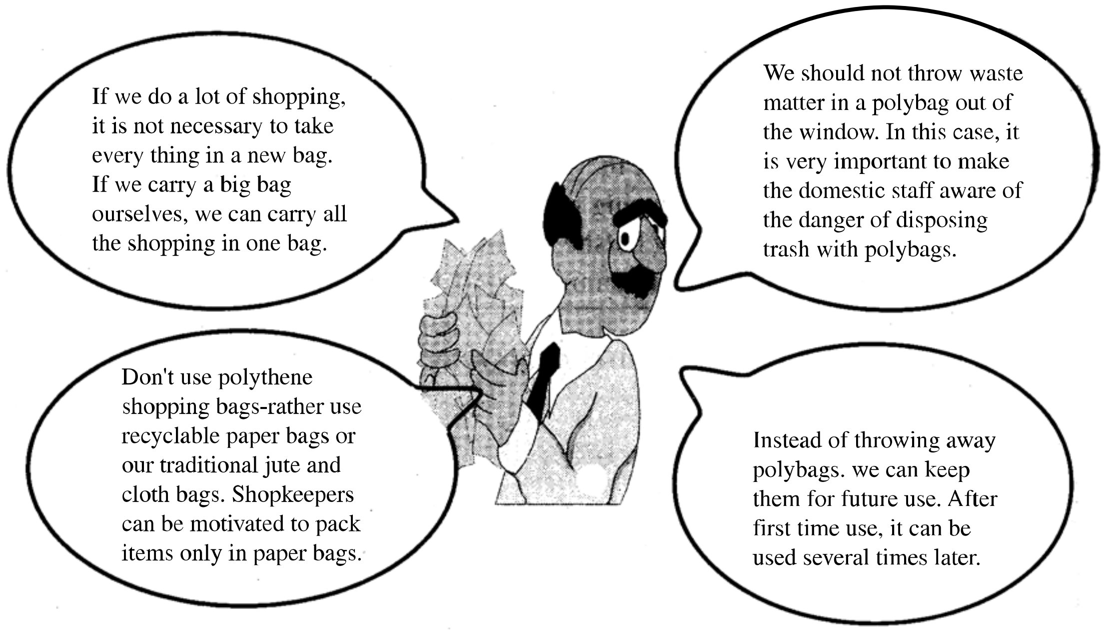
**Problems with polybags**

On an average 55 lac pieces of polythene bags are being used every day in Dhaka city alone. Most of this huge quantity of used and then thrown-out polythene bags find their way into the drains. Then the polybags block sewerage pipes and the regular flow of drainwater, which result in the complete disruption of the drainage system. During the rainy season, this kind of blockage by polythene obstructs the rainwater flowing to the drains. Moreover, it is mainly because of the polythene that many low-lying areas of a city go frequently under water. In this regard, we can recall the longest-lasting flood in 1998. Floodwater remained in many parts of Dhaka for over two months. Polythene is also a potential threat to our cultivable land. It is not capable of being decomposed by natural way. Polythene remains unchanged like a strong curtain through which nothing can pass.

**C Fill in the circles with information from the article above.**



**D Read the texts in the bubbles and tell your partner what you should do in these ' following situations.**




1 If I do a lot of shopping ..................................................................................
2 If the domestic staff throw the trash out of the window.....................................
3 If shopkeepers do not give us polybags..............................................
4 If polybags are not thrown away after using it for the first time .........................

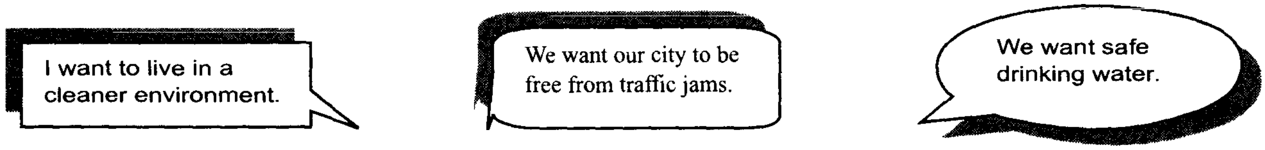
**E The use and production of polybags should be banned. Do you agree? Write down your arguments.**

## Lesson 4
## Ecowarriors

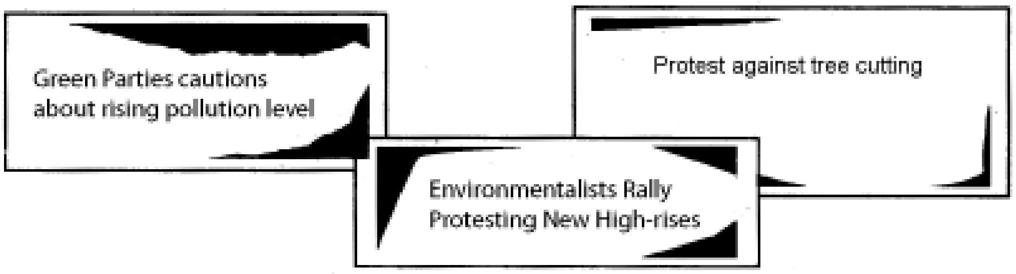
**Objectives:** By the end of the lesson you will have

- read and discussed some statements
- matched headlines with news items
- ticked situations when people protest
- read a text on Greenpeace and corrected wrong information on Greenpeace
- written a letter to Greenpeace informing about environmental condition

**A Read what these people are saying. Tell your partner why they are saying so.**




**B Match the following newspaper headlines with the news items in the boxes.**




1 An organisation known as GPE has arranged a rally protesting the newly planned high-rises on the riverbank. They are saying that the high rises will seriously jeopardise the environment near the river.

2 The decision to cut down trees of the western part of the city has been received with protest from different quarters. The trees of the old park were to be cut down for making space for a new play ground.

3 The recently published report on city's pollution level has rung a bell among the environmentally conscious people. The Green parties have cautioned that if the government fail to control the pollution level, they will take out rallies and processions

**C In some situations people protest. In others, they don't. Tick the situations when they protest and cross those when they don't. Now say why they do or don't protest.**

when it rains for many days ☐
when transport fares are increased without a reason ☐
when there is a holiday ☐
when their civil rights are protected ☐

**D Read about Greenpeace, an organization that works for environmental protection and say whether the following statements are true or false. If false, give the correct information.**

**Greenpeace** is an independent organization that campaigns to protect the environment. It has about 4.5 million members in 158 countries, 300,000 of these in the United Kingdom. Formed by a group of North American activists in 1971, it has since opened offices around the world. As well as its campaigning work, it also has a charitable trust in the United Kingdom which funds scientific research and undertakes educational work on environmental issues. Greenpeace campaigns against environmental abuse, through non-violent direct action.

I Greenpeace will protest if there is an environment polluting activity.
2 Greenpeace will educate people for more awareness on environmental protection.
3 Green peace will take up scientific research to find new ways of using the natural resources.
4 Greenpeace will initiate war if the environment is in danger.

**E Write a letter to Greenpeace informing them about the present condition of your environment.**

# Lesson 5

# Recycling

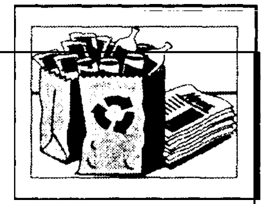
**Objectives :** By the end of the lesson you will have

- looked at a picture and guessed what the girl is going to do
- read a text on recycling and re-use and correct wrong statements
- read texts and written questions
- described the process of recycling aluminium cans

**A Look at the picture. Guess what the girl is going to do with these things and why?**



**B Read the following text and correct the wrong statements below.**



## Waste does not have to be wasted

Waste can have many uses, especially if it can be reused or recycled.

**Re-use**

Re-use means using the same item again, and perhaps again and again. Re-use has been carried out for centuries. It was done for clothes, toys, and cutlery, crockery and other tools handed down from generation to generation. Secondhand shops and antique dealers rely on re-use. In large cities some people, especially those who are poor, make living by sorting and picking through garbage dumps and reusing and selling what they can.

**Recycling**

Recycling mainly involves processing materials so that they can be used as raw materials for making other things. They may be used to produce the same product, for example, broken pieces of glass can be made into new glass. Or they may be very different, for example, iron and steel from cans and cars can be re-smelted to make electric poles and rods.

1 We should not use any product that can be re-used or recycled.
2 Re-use is a recent concept that asks to use a product repeatedly.
3 A mug with a broken handle can be re-used as a penholder.
4 Second-hand shops sell their special products.
5 Recycling uses old products to make new ones.
6 Paper and glass products can be recycled into more paper and glass products.

**C Read the following texts on waste and write questions for the answers given beside.**

*For example, Q1. When will there be 10 billion people in the world?*

### Buried by Waste

By the year 2030, there could be 10 billion people in the world. If they all produce solid waste at the mid-1990s rate, the amount will be 400 billion tonnes

### A City's Ins And Outs

A European city with one million inhabitants requires more than 10,000 tonnes of fuel, more than 300,000 tonnes of water and 2,000 tonnes of food. And it converts into 1,500 tonnes of harmful emissions, 3000,000 tonnes of wastewater and 1,600 tonnes of solid waste. This happens every day.

**01 .....................................**

***Ans. By 2030.***

***02 .***

***Ans. 400 billion tonnes.***

***03 .***

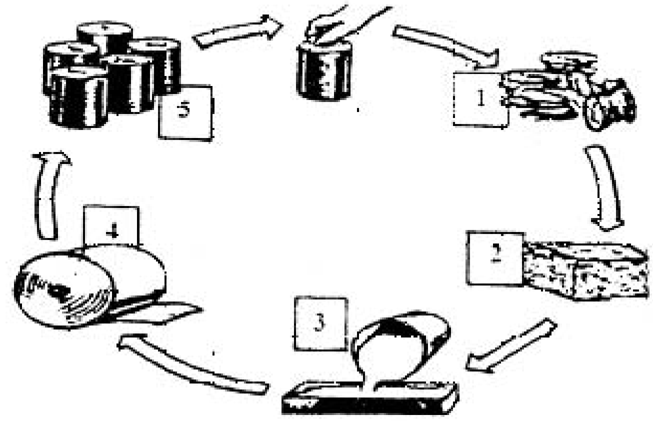
*Ans. 300,000 tonnes.*

*04 .*

***Ans. 1,500 tonnes***

**D Look at the following diagram of recycling aluminium cans. The major steps in that are:**

1 collection of the cans
2 pressed as blocks
3 melted
4 made into roll
5 new cans.




**Now, describe the process.**

## Lesson 6

## The killing water

**Objectives :** By the end of this lesson you will have

- mentioned some water borne diseases
- answered questions on arsenicosis
- read a newspaper article and made a list
- asked suggestions from a partner
- planned a leaflet

---

**A Tell your partner which of the diseases are caused by water.**

dengue
diarrhoea
cholera
malaria
headache

**B Do you know?**

- How many people are suffering from arsenicosis?
- How does arsenic affect health?
- How to prevent arsenicosis?

**C Read the newspaper article and make a list of the preventions of arsenicosis mentioned.**

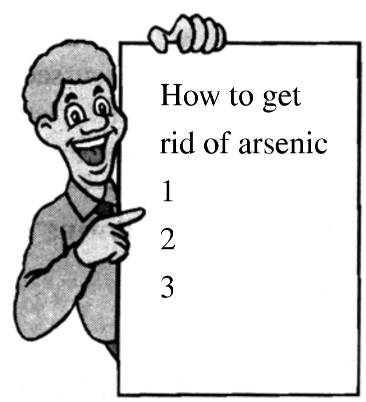
## The Killing Water

Thousands of people in Bangladesh are suffering from arsenic poisonings and more are being affected every day. Arsenicosis is caused by drinking tube well water containing arsenic. People who drink uncontaminated water do not catch arsenicosis from affected people. The main recommendation for the people who are affected by arsenic is to drink water from a source that contains no arsenic.

The effects of arsenicosis are less severe among people who eat a healthy, balanced diet, ideally containing fish and vegetables. This is an initial treatment for arsenicosis and may be part of the reason why the number of arsenicosis patients in Bangladesh is still relatively low. It is believed that vitamins A, C and E are effective for treatment of arsenicosis.

Poisoning by arsenic is a slow process: it is due to a gradual build-up of the poison in the human body. Eventually people start to show symptoms and become unwell. Deaths due to long-term poisoning make it even more important to address the problem as soon as possible. This is in effect a race against time to safe water for everyone. Many people currently drinking arsenic-contaminated groundwater may develop problems soon. They must attempt to find safe source of water.

The majority of the tube-wellsin Bangladesh are free from arsenic, but they need to be tested to separate the safe from the unsafe and in many areas, this has not yet been done. Tube wells, which have been tested for arsenic, should be painted green if they are safe or red if they are unsafe. Deep tubewells are free from arsenic and bacteria although they will need testing in the future to ensure that it is still the case. Surface water in ponds and rivers is a potential source of arsenic-free water. However, most surface water in Bangladesh is heavily polluted with dangerous bacteria. No surface water should be used without some form of treatment. If a latrine [2] empties into a pond, if a pond is used for fish cultivation with the use of cowdung, if it receives runoff water from nearby fields where pesticides or fertilizer have been applied, if it is used for washing livestock, the water should definitely not be used for drinking even after treatment. Care should be taken when using river down-stream of large cities such as Dhaka, as it may contain industrial pollutants. Rainwater can be collected. This water is free from arsenic and bacteria although care must be taken to ensure that the container is clean.




If there is no source of water other than a red tube well make sure you do the following: leave the water to stand in a pitcher overnight and filter the upper portion through another pitcher containing sand which will remove the arsenic. Boiling tube well water will not remove the arsenic.

**D Ask your partner what to do in the following situations**

If a latrine empties into a pond

If water is used for washing livestock

If water is used for fish cultivation

If there is no source of water other than a red tube well

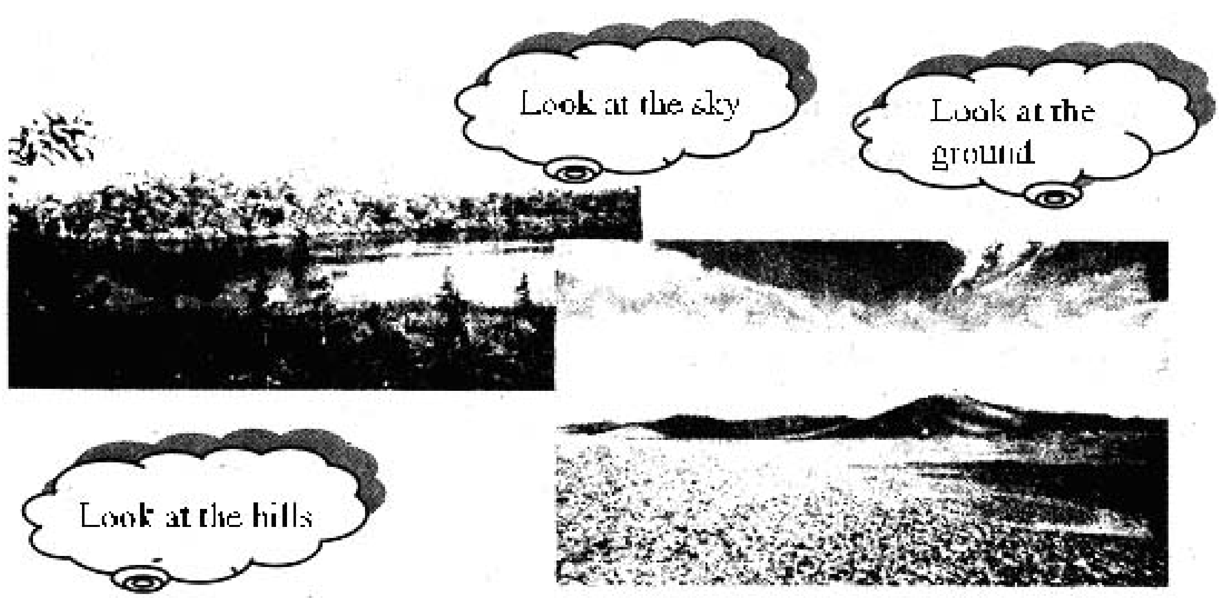
**E Imagine that your area has been hit by arsenicosis and you are planning to publish a leaflet to make people aware of the dangers. Make a list of what should go in to the leaflet.**

# Lesson 7
# A greener world

**Objectives :** By the end of the lesson you will have

- described the differences between some pictures
- asked and answered questions
- read a text on deforestation
- discussed deforestation
- read a letter and made notes from that
- made a poster on environmental problems

**A Look at the following pictures and talk about what you see in them.**



**B Ask and answer the following. You can use the clues while answering the questions.**

How are the grounds different?

How are the hills different?

**Clues: hard, soft, alluvial, craggy, loamy, thick, thin, dense, green, woody, grassy, high, small**

**C Read the text and discuss with your partner the environmental problems below.**



The most common causes of deforestation arc cutting and burning the forestland. Though the forestlands are cut and burnt for the sake of agriculture and habitat, it has a negative effect on environment. The removal of trees causes the birds and other animals living on them to leave the place. It also causes serious damage to the soil, as trees give protection to soil as well. In the end, the soil gets sediment in the river bed and causes frequent floods.



**Deforestation**
**Causes of deforestation**
**Effects of deforestation on animals**
**Effects of deforestation on**

**D Read the following letter and make notes of what Rafiq is talking about in the letter.**

*Hi Rafiq*

*How are you? How are you going to spend this summer holiday?*

*We have a big plan! With some of my friends, we will visit a village. This visit will not be just a simple one but with a purpose. The purpose is to make the villagers aware of environmental problems.*

*The village is in the middle of a forestland, but the saddest thing is that because of increasing population, the villagers are cutting down the trees. They are making more space for houses and farming. You will be surprised to hear that in this way they have already destroyed half of the forest.*

*The number of animals living in the forest is also decreasing day by day. I have heard that rabbits and wild rats are rarely found nowadays. I can say the whole ecosystem is becoming imbalanced.*

*I hope this visit will be very successful.*
*All the best*
*Arif*

**E What are the environmental problems your area is facing? Make a poster to make people aware of these problems.**

Save the environment

# Syllabus & Distribution of Marks

# English

# Classes 9-10

1. **Introduction**

   This syllabus aims to provide clear comprehensive guideline for teachers, students and all those who are concerned with the teaching and learning of English in classes 9-10. In itself, however, a syllabus cannot ensure that communicative language teaching and learning takes place in the classroom. It can only provide a set of criteria which, if properly implemented, would give the best possible change for that to happen.

2. **The structures previously introduced in the Junior Secondary syllabus should be revised. These should include the following:**

| | | |
|---|---|---|
| a) | Use of have to<br>Function: for obligation/necessity. | **Example:** To maintain your health, you have to do certain things. |
| b) | Use of (in order) to<br>Function: expressing purpose | **Example:** To do well, Tareq worked very hard. |
| c) | lst conditional: if+ present tense + will.<br>With the function of specifying future conditions and consequences. | **Example:** If you learn to type, you will have a useful skill. |
| | 2nd conditional: If + past tense + would/could/might.<br>With the function of speculating about imaginary improbable future conditions. | **Example:** 1. If I had a lot of money, I would/could/might buy a lot of books.<br>2. What would you do if you had a lot of money. |
| e) | The passive mode<br>Function: to describe actions done to something (particularly when not wishing to specify the agent).<br>. | **Example:** L Tareq's air ticket was bought for him.<br>2. The Sears Towers were built by a famous Bangladeshi architect. |
| f) | Use of 'it' ,<br>With the function of 'empty' subject. | **Example:** It is true that Tareq went to New York. |
| g) | Use of must/mustn't.<br>Function: expressing obligation. | **Example:** Students must always work hard. They mustn't be lazy. |
| h) | Present Continuous<br>With the function of talking about future events. | **Example:** Tareq is returning to Bangladesh from New York next week. |

**The following items should be introduced:**

| | | |
|---|---|---|
| | Use of present perfect with after/ when. With the function of predicting a cause & effect sequence of events in the future. | **Example: 1.** After Tareq has landed in New York, he will meet his friends.<br>2. When you have passed the SSC, you will be happy. |
| | Use of the past perfect tense + with + before/after.<br>With the function of describing a sequence of events. | **Example: 1.** Tareq's father had worked in Jamalpur for ten years before he was transferred to Sonapur.<br>2. When I met him, he had worked in Sonapur for three years. |
| | Use of-ing clause + by without.<br>With the function of defining cause & effect relations. | **Example: 1.** You cannot learn a foreign language without practising it regularly.<br>2. By smoking cigarettes, you can spoil your health. |
| | Use of-ing/-ed within a clause.<br>With the function of qualifying the subject. | **Example: 1.** Sunlight falling on the pond can heat the brine.<br>2. Heat absorbed from the sunlight is trapped in the bottom layer. |
| | Use of can could + see/hear! understand.<br>With the function of describing -ability. | **Example: 1.** Tareq couldn't see any rickshaws in New York.<br>2. Tareq's friends could understand American English very easily. |
| | Further uses of may/might/should & ought to .<br>With the function of expressing possibility or obligation. | **Example: 1.** You might like to learn French.<br>2. If you do, you ought to buy a good dictionary. |
| | Use of though/although + clause .<br>With the function of talking about. contrasting, but related, circum, stances. | **Example: 1.** Although the sea is calm, it might become rough.<br>2. Even though the sea was calm, nobody wanted to swim in it. |
| . | Use of question tags: can/can't they? do they/don't they?<br>With the function of checking or Confirming. | **Example: 1.** Tareq can't fly a plane. can he?<br>2. You do want to eat spaghetti. don’t you? |

| | | |
|---|---|---|
| 9 | Use of be + adj. + phrase. With the function of describing capabilities and characteristics. | **Example: 1.** Shanti is good at swimming. 2. Abdul is afraid of spiders. |
| 10 | use of be + adj. + to + verb. With the function of describing feelings in relation to circumstances. | **Example 1.** Tareq was happy to see his friend in New York. 2. He was surprised to see such high buildings there. |
| 11 | Use of NP + verb + NP + infinitive. With the function of expressing desires/making polite requests. | **Example: 1.** The headmaster wanted the students to visit different offices. 2. He was surprised to see such high building there. |
| 12 | Use of NP + verb + NP + adj./ adv. With function of describing manner. | **Example: 1.** Tareq ate his breakfast quickly. 2. Teacher should make their lessons interesting. |
| 13 | Use of verb + object + -ing. With the function of describing present events. | **Example: 1.** Tareq saw Samira talking to the other students. 2. The students saw the train coming. |
| 14. | Use of when/after/while + future clause. With the function of describing a future event in the future. | **Example: 1.** When Tareq arrives in New York, he will see his friends. 2. While Tareq is in New York, he will eat many different kinds of food. |
| 15. | Use of verb with how to. With the function of expressing manner. | **Example:** Tareq's friends showed him how to eat spaghetti because he didn't know how to eat it. |
| 16. | Use of the phrases: the place where/ the time when. With the function of indicating either place or time. | **Example: 1.** The place where the students lived was called Malahati. 2. The time when the students returned to their hostel, was past midnight. |

**3. Topics/Themes**

(a) The purpose of learning English is to acquire language skills, not to learn about any particular topic or study literature.

(b) Unlike most of the other subjects on the curriculum, English is skills-based subject, not a content- based subject. The topics and themes, therefore, are not introduced for their own sake, but, rather, as vehicles for practising the four skills of listening, speaking, reading and writing.

(c) Communicative language learning requires that language be practised for a recognised purpose within realistic, situations and contexts. Topics and themes should be introduced, therefore, with the purpose of recreating such situations and contexts as genuinely as possible within the classroom.

**4. Vocabulary**

(a) Word meaning should be defined in relation to use within specific contexts. Students' attention should, therefore, be focused more on actual meaning within particular contexts, rather than on potential meaning (s) as provided in dictionaries.

(b) Word meaning should be given in English. Translation should be the exception, rather than the rule and only resorted to as a checking device, ensuring that meaning has been correctly understood.

5. **Poetry**

Poems should be dealt with mainly for enjoyment, understanding and practice of rhythm and stress. This is also an area where memorising can be both useful and valid. It should be borne in mind, however, that since poems don't involve communication in the sense of responsive interchange, their employment in the language classroom should be limited.

**6. Dialogues** & **Drama**

Dialogues and Drama provided in natural informal speech are mainly for pair practice. Again, a certain amount of memorising might be useful and valid here, especially as acting out these dialogues should be encouraged. This is also one of the most natural and effective ways of practising spoken language within meaningful contexts.

7. **Examination**

**Section 1 Seen Comprehension (having 20% of the total marks: 40 out of 200)**

There will be a seen comprehension passage followed by a choice of questions. Where there is a choice of comprehension passages, there should be a mixture literary/fictional and non-literary/fictional types. The-comprehension questions should be equally divided between objective and more free/open. Comprehension questions should include the following:

**(a) Objective:** (i) multiple choice, (ii) true/ false, (iii) filling in gaps with clues, (iv) information transfer, (v) making sentences from substitution-table (s), (vi) matching phrases, words/pictures, etc.

**(b) More free:** (vii) open-ended, ('iii) filling in gaps without clues, (ix) rewriting in a different form and (x) summarising

All the questions should test the students' ability to understand the passage as a whole, rather than their ability to copy sections from it. Although the seen comprehension passage will be taken from a set textbook, it will not encourage memorisation because (i) the passage will be reproduced on the question paper, and (ii) the questions will not come from the textbook, but rather, will be new.

**Section 2 Unseen Comprehension (having 20% of the total marks: 40 out of 200)**

There will be an unseen comprehension passage followed by a choice of questions. The questions types will be as for the seen comprehension. The comprehension passage will be a different type that used in Section (i.e Paper I) Where more than one unseen comprehension is given, the passages should also be of contrasting types.

**Section 3 Vocabulary & Grammar (having 20% of the total marks: 20 + 20 out of 200)**

There will be questions on vocabulary (Paper -1) and grammatical items (Paper- 11) contextualised in the form of cloze passages with clues (50%), and cloze passages without clues (50%). There will not be any questions on explicit grammatical knowledge. Neither will explicit grammatical terms be used in the paper. Rather, questions will test the use of grammatical items within specific meaningful contexts.

**Section 4 Writing (having 40% of the total marks: 40 + 40 out of 200)**

There will be a number of writing tasks. These will be divided into two types:

(a) guided (paper-1) and (b) more free (Paper- 11), The following types of exercise should be given:

**(a) For guided free writing:** (i) producing sentences from substitution tables, (ii) reordering sentences, and (iii) answering questions in a paragraph.

**(b) For more free writing:** (iv) answering questions about themselves, (v) continuing passage, (vi) writing from a model (provided in the paper), (vii) writing creatively from their own experience and/or imagination.

Students will not be required to memorise composition from any textbook.

# Distribution of papers and marks

## Paper I: Total Marks = 100

| | | |
|---|---|---|
| (a) Seen comprehension: | | 40 marks |
| Objective questions | 20 | |
| More free/open questions | 20 | |
| (b) Vocabulary | | 20 marks |
| *Cloze test with clues | 10 | |
| Cloze test without clues | 10 | |
| (c) Guided writing | | |

## Paper II: Total Marks = 100

| | | |
|---|---|---|
| (a) Unseen comprehension: | | 40 marks |
| Objective questions | 20 | |
| More free/open questions | 20 | |
| (b) Grammar | | 20 marks |
| *Cloze test with clues | 10 | |
| Cloze test without clues | 10 | |
| (c) Semi-guided to free writing | | 40 marks |

## Textbook

English for Today book 7 (for class IX and X) Published by: National Curriculum & Textbook Board. Supplementary materials

1. English Grammar in Use - R. Murphy
2. Oxford Practice Grammar in Use - J. Eastwood.

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*A cloze passage is a passage of continuous prose in which selected words have been taken out for the purpose of testing vocabulary/grammar in actual use within a meaningful context Where clues are given, the words that have been taken out are written above the passage for insertion in the correct gap. Where clues are not given, then any word may be selected,(there may or may not be a choice) as long as it fits the context meaningfully and appropriately. The advantage of close passage over other forms of testing (i.e. multiple choice. selecting the correct tense) is that emphasis is as much on meaning as on form.

2010
ACADEMIC YEAR

শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে

– মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

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